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THE EDUCATIONAL LEADER



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TENSION AREAS, 1951-1952

by Mary Elizabeth Cochran

KSTC WORKSHOP ON
INTERNATIONAL UNDERSTANDING
(Part I)

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THE EDUCATIONAL LEADER

VOLUME XVII • NUMBER 3

Tension Areas, 1951-1952

MARY ELIZABETH COCHRAN

A sabbatical leave is a much appreciated opportunity to see other parts of the world and to visit other peoples. The worst thing about it is that time flies so fast. At the end of the year there were still places that I wanted to visit and several spots where I should have liked to linger longer.

There are many areas of tension, some of which I visited. My first observation would be that these areas shift. An example of this is Andorra: the news of 20 September, 1953, told of tension between this small state and France; when I visited it in September, 1951, this feudal principality, high in the Pyrenees Mountains, seemed relaxed and peaceful. It was very hospitable to tourists and seemed to have escaped many of the problems of modern society. It is deplorable that we should move in the direction of bad relations rather than vice versa. Of course in 1951, parts of France seemed unhappy, frustrated, hostile to aliens, especially to Americans. At that time there was considerable difference in the attitude of the people of the western and the eastern part of France. The northwest was particularly antagonistic while Alsace and Lorraine were quite friendly.

In the past year Morocco has been much in the news with the people voicing opposition to French domination. In late October and early November, 1951, there were definite signs of unrest. Discussions seemed to center about the Sultan who was recently deposed. There were riots in the Casablanca area while I was at Marrakech. I asked about the seriousness of the clash at a tourist bureau. The young lady there assured me that it was no cause for concern for "only a few natives were killed." I wondered if her reaction was typical of the French and thought it might foreshadow later trouble.

I had a chance meeting with a refugee from Communism who had lived several years in Morocco. She said that she could see a growing hatred of the French by the native population and deplored

the fact that the French seemed to be doing nothing to meet the situation. She felt that the French there were generally not sensitive to the welfare of the non-French. She said that they were a clever people, with great potentialities but she feared that their social indifference might mean their downfall. She also believed that the French were steadfastly refusing to face their changed world status which she thought was a great mistake. Yet it seemed to me that the Moroccans had a great admiration for French civilization at the same time that they objected strenuously to French administration.

Morocco presented sharp contrasts: modern methods and age-old methods; wealth and poverty. In agricultural regions small plots were being cultivated with donkeys, oxen, camels furnishing the power. Close by, large fields were being cultivated with the most modern methods—tractors and great plows such as we see in America. I queried fellow passengers and got the impression that the mechanized methods were employed by great landowners, many of them European rather than native, while most of the small farms were under the natives.

I spent a little time in Trieste, a lovely spot. It is in the news of 1953 because of the scowls and growls that are being exchanged by Italy and Yugoslavia. In early 1952, it seemed a pleasant place with a generally gay spirit. It seemed very Italian in its culture and attitude. Business houses generally bore Italian names—very few Slavic. The Free Territory of Trieste was doing quite well under the watchful eyes of Britain and the United States. Representatives of these two countries had officials with clearly marked lines of demarcation of responsibility and they appeared to be co-operating in a very fine way. The February weather there was very pleasant but a friendly Italian girl working at the American Express told me that there was a period of a month to six weeks in the summer when the strong winds made life less pleasant. I saw evidences of industry and resourcefulness in the city.

Yugoslavia was a place of hard work and scarcity of goods. The people displayed a determination to restore their badly battered country, overrun by Italians and Germans with a fierce civil war following for a good measure of destruction. From the train we were impressed with the new look of many of the villages. When we asked about it we were told that indeed the buildings were new, for the old villages had in many cases been completely destroyed. In other villages there was 75-85 percent destruction. They were rebuilding as fast as they could get materials.

I met some Yugoslavs who were very enthusiastic about their government and its program and others who shook their heads and said that conditions were bad and that Communism was not the answer. I found that the middle class who had been fairly well off earlier felt the contrast keenly. Both proponents and opponents of the government seemed to speak freely; there seemed to be no furtive fear of spies and police as I had observed among some Germans in 1939. I was surprised for I had been told that the police bobbed up unexpectedly in Yugoslavia and listened to conversations between Yugoslavs and foreigners. I saw nothing of the kind and the attitude of those who talked to me did not indicate any undercurrent of fear. I am aware that these conditions might be changed almost overnight but that was the picture in February, 1952. I thought that the Yugoslavs made every effort to be helpful to foreign visitors and there seemed to be no attempt at tourist exploitation.

The Adriatic coast was lovely with waving palms, colorful flowers and gentle breezes. I spent a little time at the coastal towns of Dbrovnick and Split. The former was for a thousand years an independent city-state with a rich sea-borne commerce. Napoleon ended its independent status and since that time it had a less happy history. In parts of the city one may step back into the Middle Ages, with a little imagination, and some of the old spirit is apparent. I was told that the tension was much less than it had been a few years ago. It is heartening to find some spot where there has been improvement. Here one finds the churches playing an important part in the life of the people. The site is a most favorable one. The coast is mountainous and the harbor is good. If a traveler finds himself in that part of the world he might well visit this picturesque little city with its walls and fortresses and its decorated city hall.

The interior of Yugoslavia was a different story weatherwise. Instead of waving palms and bright blossoms were great frozen ponds, deep snowdrifts and even snowslides and avalanches which play havoc with travel schedules. Young people went sledding, skating, skiing and snowballing. In a great public park in Belgrade there was considerable activity and loud-speakers were blaring recorded music and announcements were interspersed. I regretted my ignorance of the language prevented my knowing the nature of the announcements. I got the impression that sometimes there were brief newscasts. At Belgrade in February, the Danube really looked blue.

I was told by Yugoslavs that for the first time there was real unity in the country. All the peoples, Croats, Slovenes, Bosnians and all had equal rights with the Serbs who had been the dominant element under the monarchy. I was told that it was a true federation of equal states. After one such an explanation the Yugoslav said, "But make no mistake! I believe that parliamentary government is by far the best government that has yet been devised!" In Italy and Germany in 1939 I saw a fanatical devotion to Mussolini and to Hitler but I saw none of this emotionalism with reference to Tito. It may be there but I failed to see it. There were no beggars in any place that I visited in Yugoslavia; everywhere there was a sturdy independence and a willingness to work and work hard.

Modern Greece has had many tribulations. A little more than a hundred years ago she regained her independence from the Turkish Empire. She set up a kingdom, a not too stable kingdom. The long period of occupation has left many marks. Perhaps one of the least important is the devotion to Turkish coffee, a thick, sweetish concoction. They, too, fought Italians and Germans and wound up in a vicious civil war, but unlike Yugoslavia the Communists did not win in the land of the Hellenes. Perhaps outside help was responsible for this result. Many Greeks vow that Communism has no hold in the country and yet there were, in early 1952, about a dozen Communists in their parliament. At that time there was considerable opposition to the government which has since been replaced and I do not know how the Communists fared in the election.

Greece had been cruelly battered and was trying to recover and rebuild. She was making some progress with foreign help, largely American. Their living standards are low; for Greece is poor in natural resources and her men seem to think that life holds many things more pleasant than hard work. There is no question about the industry and effort of the Greek woman. She works with few modern aids; often she does not even have an oven in her home and prepares food and carries it to a bakery and then carries it home. Women are making an effort to prepare themselves for various occupations but one is sure that she will for some time not be in a favored position in Greek society.

The educated Greek perhaps spends too much time revelling in past glories and makes too little effort to face present realities. At one time Greece led the world in philosophy, science, art, literature, but that was a long time ago and the problems of the present are

pressing for solution. Yet one feels that the Greek has a toughness and a resilience and that he is a valuable member of world society. He has a strong individuality and his self esteem can be a valuable asset. Education is stressed and Greek families make drastic sacrifice to enable their children to get scholastic training. Again and again I came in contact with Greeks who had members of the family in college in the United States. They always inquired anxiously about the standing of the college where the son or daughter was.

Several times I met Greeks who had lived in the United States. They said that they had tried to introduce American methods and practices but resistance had been too strong. It was interesting to me to meet a man who had lived seven years in Pittsburg, Kansas, in the 1920's. The Greeks are attractive and lovable and they have a sense of destiny. One wishes one could find a way to break the bonds that seem to be fettering them.

Between late November and early February there were at least two demonstrations in Athens over the Cyprus question. I have seen recently in the news something in relation to the concern of the Greek representative to the United Nations relating to Cyprus. The second demonstration in early 1952 was somewhat violent. It was referred to as a riot. I was in the Peloponesus at the time so I had to depend on reports. British cars were damaged and some British nationals were threatened. An element of the Greeks are very insistent that Cyprus be "returned" to them. To me, the word is ill chosen. When was Cyprus ever a part of Greece? Certainly not in modern history! It was part of the Eastern Roman Empire—true—but the governing power was at Constantinople, not Athens. The Venetians occupied it, then the Turks and for some time it has been under British control. When one contrasts the vitality and the prosperity of Cyprus with that of the Greek held islands one wonders at the temerity of the agitators. I think it would be a great pity if Cyprus should become Greek in the foreseeable future.

In Cyprus I was told that the agitation is sparked by the Greek Orthodox Church and I noticed that churchmen had prominent mention in the accounts of the disturbances in Athens. The Cypriots say that under British rule there is complete religious freedom; this does not satisfy the Greek Church which wants a favored position. There are also Moslems in Cyprus, and Roman Catholics and various groups of Protestants. From what I could learn the Greek Church there was a bitter rival of the Roman Catholic Church. Some of the businessmen felt that they were in much better position than

they would be under Greek control and certainly business seemed to be carried on more efficiently than it was in Greece itself. I gathered that some of the pressure to join Greece came from people ambitious to lead in politics and since Crete had furnished a Prime Minister they felt that there was more opportunity under Greek control. Some of the dissatisfaction was social, because of the tendency of British officialdom to set up their own set. I was told that the wives of the officials were often the worst offenders in this respect.

Certainly Israel can be listed as an area of tension. Technically they are at war with all of their neighbors. A man in Nazareth asked me to take a letter, which he had written to relatives in Lebanon, to Athens to mail because he could not mail a letter in Israel to that state. I asked a man in the tourist bureau at Haifa about the matter and he said that my information was correct. He himself had a family in Cairo but he could have no communication with them because of the bad relations between Israel and Egypt. Jews told me that I could not trust Arabs and Arabs told me the same thing about Jews. There are areas of Israel where the Arabs predominate. In Haifa there were great blocks of ruins and rubble. I inquired about the cause of such conditions and was told that the old Arab quarters had been deserted in the war between Israel and the Arab states although the Arab residents were told they would not be harmed if they remained. They expected the Jews to be defeated. I was told that the British, too, expected the Arabs to win which proved to be an error in judgment. Since the deserted quarters were crowded and near slums and were in a quarter of the city which was being improved and modernized the Haifa authorities decided to clear the area and include it in the city planning for utility and beauty.

There is tension in Israel for another reason. Refugees have come in much faster than they can be absorbed and a heroic effort is being made to care for them. It reminded me of the story of our early Plymouth Colony. Thus there have been dismaying shortages in all essentials. Great building programs are evident everywhere and yet there are many who have trouble finding shelter. Temporary housing has been provided in shacks and tents and the co-operative farms have taken all and more than they can efficiently handle. Some of the refugees feel that Israel is just a temporary haven but they came to escape the alarming conditions in their homelands now under the domination of the Russians. Some of these people testified that they had been under Nazi domination

and now under the Russians and while both were despotic the Russians were even worse than the Nazis had been. The Jews behind the Iron Curtain had one advantage not possessed by the non-Jews: if they had relatives outside who would pay for their transportation they could leave while the non-Jews could not. When they left they had to leave everything behind. They could not take wedding rings or even the second pair of shoes. Some of these refugees could not speak Hebrew which is a requirement for engaging in a business or a profession in Israel and they felt that they were too old to learn, so they felt that they must move on as soon as they could find a place which would accept them.

Economic affairs in Israel are under quite rigid state control. For example, supplies of seeds are given out through the state offices and the prospective planter must meet exact conditions laid down. Potatoes were in very short supply when I was there and yet an application for seed potatoes was turned down because the applicant was planning to plant a plot smaller than the state specifications. Close control is exercised over business, building and all activity. It is a long way from being a system of free enterprise. There is no question of the hard work that is being done by the people. Land that had been wasteland for years has been reclaimed and restored to cultivation. Orchards and vineyards have been planted and are flourishing and animal husbandry is emphasized. A Jewish informant told me that there had been difficulty with the Arab inhabitants over goats. It seems that the Arabs prefer a goat that is very destructive to trees, vines, etc., and they had to be banned; just another cause of tension that exists between the two groups.

To me, a short-time visitor, the regulations seemed cumbersome and irksome. The official exchange rate was extremely artificial and about seven times the actual value of the Israelite pound. The general policy toward the tourist was not calculated to encourage paying visitors whom they professed to want. There were yards of red tape necessary for money conversion and the spending of the money was threatened to be closely supervised. I got the impression that many of the residents were as disgruntled as I was over the situation. Some of them professed baffling discouragement though they had come to the country with great enthusiasm and high hopes.

I had intended to visit Egypt and took some trouble to secure a visa for that country. By the time that I was ready to go there was so much disturbance that I was afraid to venture in, particularly

after American servicemen whom I met elsewhere advised against it. I was also told that there were difficulties encountered by those who proposed to use the same passport to visit Israel and any member of the hostile ring of states. Shortly after I returned to Greece from Israel the trouble erupted and Shepherd's Hotel in Cairo was destroyed.

Turkey, a next door neighbor to the U. S. S. R., is watchful and tense but not hysterical or panicky. I think the Turks are realists and although they are calm, they do not have a feeling of security. I was told that the outlet of the Black Sea was mined and that it would be dangerous for Russian craft to venture through without a Turkish pilot. Istanbul is a fabulous place: a marvelous natural site; great beauty; old tradition; works of art; relics of various civilizations; beautiful mosques; rich museums; a grand bazaar with almost incredible objects for sale; busy market places; beautiful boulevards; and a stone's throw away, dreadful slums. Turkey has used wood to build many of the houses which is in contrast with most European building. Some of these buildings are much in need of repair or replacement.

In Asiatic Turkey were some of the poorest roads that I have ever seen on what appeared to be a primary highway but road building is underway and it is likely that a few years will see a great change in this regard. I heard that Turkey had felt that poor roads would deter an invader and only recently had she consented to adopt a program of road improvement. But when Turkey changes a policy she does it vigorously.

After World War I, Mustapha Kemal decided that Turkey must adopt western ways. He met with bitter opposition but his strength of purpose carried the day. Women discarded the veil and men the fez. I was told that the wearing of these still persist in remote areas. Church and state were separated and religious freedom was announced as a policy. Arabic was discarded as the language and a Latin alphabet was adopted. This was really revolutionary. Many of the old books were translated into Turkish and the people were encouraged to read them. A broad program of universal education was set up and the drive to implement it was instituted. Enthusiasts will tell you that this has been accomplished but the more cautious will admit that there are many settlements in Turkey where educational opportunities are still lacking because of shortage of funds and trained teachers but that each year finds fewer of these blighted areas. Of course there are people in Turkey who feel that these

changes have not been in the interest of improvement but I believe they are in the minority. I suspect that the percentage of Communists or fellow travelers in Turkey is unusually low. The people are hard working and ambitious and they have come a long way from the time when it was common to refer to "the unspeakable Turk." The Turkish people are certainly very kindly and hospitable to a visitor in their country.

Istanbul has one of the finest collections of porcelains, especially Chinese porcelain, in the world in the old sultan's palace. The Classical Museum is rich in objects of history and art. Worthy of special note is the sarcophagus of Alexander the Great, definitely Greek in design and execution. Of course a highlight is St. Sophia, built by Justinian in the sixth century. It is now a museum and the beautiful mosaics are partly uncovered so the visitor can get a glimpse of a work that had such high praise for many years. There are beautiful mosques and, in Turkey, non-Moslems are allowed to visit these buildings.

A few miles from Istanbul there are two American sponsored educational institutions: the American College for Women is on a beautiful site overlooking the water; and a little farther on is equally beautifully situated Roberts College for Men. It would be hard to estimate the influence of these colleges where so many modern Turkish leaders in various fields have been students.

These are a few of the world's tension areas. Perhaps this is a time of unusual tension but there probably will be such tensions for some time to come. There have probably been few times when there have not been tensions. Many of the people living in these areas are able to live rather normal lives in spite of it. It is interesting to get a sample of the human spirit and to note that there are wide areas of good will in all countries even though they may feel that they are living dangerously.

SIXTH ANNUAL
WORKSHOP ON INTERNATIONAL UNDERSTANDING
KANSAS STATE TEACHERS COLLEGE, PITTSBURG, KANSAS

JUNE 15 TO JUNE 26
1953

DR. REES H. HUGHES, *President*

Theme—WORLD HORIZONS

SPONSOR: DR. WM. A. BLACK
Head, Department of
Education and Psychology

DIRECTOR: DR. JANE M. CARROLL
Professor of Education
Adviser to Students from Abroad

THE EDUCATIONAL LEADER

VOLUME XVII • NUMBER 3

Message from the President

The trend in world affairs is making it more and more evident that educational institutions on every level should be concerned with instruction for international understanding.

Such instruction can be provided in many ways—by departmental courses, with instructors who are appreciative of the needs, by appropriate campus programs and activities and organizations, by bringing to the campuses visitors from other countries, and by many other means.

The annual workshop on international understanding is an important part of the summer session at KSTC in Pittsburg. It is organized principally for teachers from the public schools under the leadership of experts in the field of international relations. Materials are developed that can be used in the public schools.

We believe it is only through acquaintance and understanding that better relationships between nations of the world can be maintained. Proper instruction in the schools can become an important factor.

REES H. HUGHES, *President*.

Foreword

Improvement of citizenship education is one of the main concerns of the State Department of Education. When Kansas schools are studied, evidences of fine teaching in citizenship are plentiful. Two developments are the studies of citizenship sponsored by the Emporia Teachers College and the Institute of Citizenship at Manhattan. Another promising project is the Sunflower County Government.

One of the most significant contributions has been made by the material on International Understandings prepared by the Workshop at Pittsburg Teachers College throughout the past five years. This material has been used successfully by teachers all over the state.

I am glad of this opportunity to express my appreciation to President Hughes, Dr. Jane Carroll and the Workshop personnel for the fine help in the field of International Understandings they are so consistently giving to the teachers of Kansas.

ADEL F. THROCKMORTON,
State Superintendent of Public Instruction.

Leaders and Consultants

Out-of-State Leaders:

Dr. Leonard S. Kenworthy, Professor of Education, Brooklyn College, Brooklyn, N. Y.

Dr. Gertrude M. Lewis, Specialist for Upper Grades, Office of Education, Washington, D. C.

Dr. John Ruff, Professor of Education, University of Missouri, Columbia, Mo.

State Leader:

Mrs. Hazel Green, Elementary Principal, Iola, Kan.

Campus Leaders:

Dr. Rees H. Hughes, President, Kansas State Teachers College, Pittsburg, Kan.

Dr. Wm. A. Black, Head, Department of Education and Psychology and Director of Teacher Education.

Dr. Alvin H. Proctor, Head, Department of Social Science and Chairman, Committee on International Relations.

Professor Ralph William Wright, Canada, Assistant Professor of Psychology.

Dr. E. G. Kennedy, Associate Professor of Education and Psychology and Director of Division of Guidance Services.

Professor V. P. Pierce, Assistant Professor of Language and Literature.

Miss Gladys Rinehart, Fifth-grade Supervisor, Horace Mann Laboratory School.

Dr. T. M. Sperry, Associate Professor of Biological Science.

Consultant from Scotland:

Professor W. Kenneth Richmond, University of Glasgow.

Director:

Dr. Jane M. Carroll, Professor of Education, Advisor to Foreign Students from Abroad, K. S. T. C., Pittsburg, Kan.

Participants in International Relations Workshop

<i>Name and Teaching Address</i>	<i>Teaching Position, Home Address</i>
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Epperson, Feme; Pittsburg	El. Grade 1, Pittsburg
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Hess, Alane; Coffeyville	El. Grade 1 and 2, Coffeyville
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Kee, Eleanor; Coffeyville	El. Grade 5, Coffeyville
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I—What Kind of World Do We Want?

Given our choice, what kind of world would we prefer to live in? Very few will maintain that we now have that kind of world. What, then, is our ideal and what can be done to approach it? Thoughts of this nature gave rise to the conviction that teachers, working together, can make a contribution to the achieving of that goal.

Beginning in 1948, Kansas State Teachers College, Pittsburg, has conducted annually a workshop devoted to advancing the thinking and the techniques which can best promote such a program. Annual bulletins have preserved for study and action some of the best outcomes of those workshops. This, the 1953 edition, contains much that we hope may serve to stimulate and guide attempts and aspirations into more effective channels.

By having clearcut objectives in mind our prospects of success will be much greater. There must be a background of information in the possession of the teacher. What we want the world to be must be so real to the teacher that the pupils catch the enthusiasm. Then they, in turn, may often lead the thinking of their adult contemporaries into like channels.

Working with and arousing in children a spirit of inquiry, of fair play and good will, when skillfully encouraged and led, these and similar outcomes of basic understanding may be secured:

1. *All peoples, all races*, have been "endowed by their Creator with certain inalienable rights . . . life, liberty and the pursuit of happiness," those things for which *our* forefathers pleaded.

2. All peoples, all races, all parts of the world are entitled to consideration such as we desire for ourselves.

3. We cannot, and should not if we could, impose upon others ideas and programs at variance with their rightful aspirations and beliefs.

4. Mutual toleration for each other's individual and racial and national ideals is the basis of an agreeable and fruitful acquaintance and understanding.

Each individual teacher may need to become a master diplomat. For example, we wish a peace-loving people. Shall we encourage the use of toy soldiers, tanks, bombers? Shall we teach history on the basis of glorifying war? Perhaps no more certain way to wreck a promising program could be found than to condemn dogmatically all preparation for war, or the honoring of war heroes. But we can consider better ways for settling differences. And we can consider what the war of the future may be like if we fail to reach proper understandings.

We want law-abiding people. Shall we condone and "wink at" minor infractions of the law so often practiced by even "good" people. Shall we resist, or passively encourage, the saturation of boys and girls with gangster movies, crime comics (what is comical about them?), radio and television thrillers, all of which picture crime in all its lurid details? Anything less than tactful handling of these questions may engender antagonism and defeat of our purpose.

"If the dangers of arousing opposition are so great, why undertake to deal with such questions at all?" someone asks. And another queries, "What can one lone teacher do when such momentous questions are involved?" Perhaps the answer is to work quietly, with no attempt at the spectacular, planting tiny seeds of truth and good will wherever there is a chance of their germinating and developing. William James once expressed it this way in a letter:

"I am done with great things and big things, great organizations and big successes. I am for those tiny, invisible, molecular, moral forces which work from individual to individual, creeping in through crannies of the world like so many soft rootlets, or like the capillary oozing of water, but which if you give them time, will rend the hardest monuments of man's pride."

C. E. BIRCH, *Workshop Editor*.

II—Facing the Facts

Complete and detailed knowledge of the world situation is hardly within our reach, but a broad and fairly comprehensive view of the racial and international differences and difficulties now existing is attainable. As an aid to a more satisfactory understanding of our relations with the rest of the world, we draw in this section on the information given by several of our speakers and consultants. While world problems in general were considered, the discussions were necessarily more limited and centered largely about what is happening in the Orient, in Turkey and in Western Europe.

Dr. Leonard S. Kenworthy, Professor of Education, Brooklyn College, Brooklyn, N. Y., is an acknowledged authority regarding World Horizons and the problems that face us in the present and which will probably face future generations. He spoke twice a day for one week before the members of the Workshop and his comments always brought spirited and enlightening discussions.

Speaking of available techniques for the most effective study of other countries, he raised these questions: "What is a country?" and "How many countries are there?"

"It is almost impossible to define a country," he continued, "and to distinguish a certain locality as to whether it is a country, a colony, a protectorate, or what its exact status is. Seeking further information, my inquiry at the United Nations brought the answer that they did not know, either, how many countries there are. The best guess seems to be from 90 to 100.

"It is not practicable to study one country in isolation; we should study a people as one group. We might well begin our studies with those who present the greatest similarities. For us this means the English and Canadians. Why is it we so often attempt to study first the Chinese or the people of India when those are the most complex and difficult to understand? Even Mexico, although having very different background and culture, would at least have the advantage of being a near neighbor.

"Another suggested approach to the whole study of countries other than our own, adapted to more advanced students, is to try to determine without prejudice what countries are on the way up. Much as we may dislike to admit it now, Russia, with a large measure of control over 800 million people, is such a country; as is India with nearly 400 million. China, too, is in this category, with nearly 500 million. Note that these are all very old civilizations, most of which

became decadent, but are again on the way up. Brazil is an example of a more modern 'coming up' country.

"Sometimes studies may be based upon the countries most in the news, but that is a fluctuating yardstick which, although of passing interest, changes radically from day to day. A better plan is to examine different countries as to their art, music, or other cultures, their politics, or whatever is their great genius. In such a study we must guard against the dangers of prejudice, superficial observations based on a very limited inspection, improper standards of measurement (or lack of them), stereotyping people and saying they are all of a certain pattern when but a few may be so. Sympathy and an eagerness to know the truth must characterize the better studies.

"We, as teachers, may well begin by trying to understand the world as it is and what is likely to face us in the next quarter or half century. A white minority must learn to live with a non-white majority. A graph may be constructed to show the present distribution of races. Such a graph will show two-thirds of the population of the world to be non-white.¹ Let us now recognize that the non-white majority is no longer subservient, but is fast learning to assert itself. We whites have made great strides in scientific techniques, but our progress in this direction has far outstripped our development in the field of human relations.

"This is a far different world from that occupied by our grandparents. We need a new sort of education to encompass this sort of world." (How different was well illustrated by the story of children attending a nursery school in New York City. They were telling with pride how far they had come to attend school. The one who piped up that he had come "two boats and one airplane" seemed to have the record.)

"Education for the next fifty years will not be making Americans out of Europeans, but making all world-minded, somewhat reversing the 'melting pot' idea. Let's not shy off from the expression *world-minded*, for it need not be considered contradictory to a proper nationalism. Rather, it may be complementary.

"President Eisenhower, then at Columbia University, told a group of students, 'The world can't stand another global war.' The only remedy that offers any hope of holding it off is education. Good, but what of a school system which at one time required a teacher to sign an affidavit before receiving her monthly pay check? That

1. World Horizons for Children and Youth, Kenworthy, p. 45.

affidavit was to the effect that the teacher had not mentioned Russia during the preceding month. Where did that happen? Washington, D. C. Can we exclude Russia from the world picture by any such ostrich-aping method?

"We are in a world of two and a half billion *neighbors*, neighbors who must live together or they will destroy themselves. Let us remember that the most of our differences are acquired, not biological. We are born with much the same capacities. But our different cultures have made us different and we are apt to dislike that which is different. We must somehow overcome this. One way is the study of the different great cultures developed in different regions:

The Latin;
The Anglo-Saxon;
The Germanic;
The Slavic;
The Indic;
The Semitic; etc.

All contain many most admirable things and reflect great genius and application.

"In our midcentury world, the Orient has the most people. And, by the way, what are the seven largest countries? 1—China; 2—India; 3—Russia; 4—United States; 5—Japan; 6—Indonesia; 7—Pakistan. A total for all peoples of about two and one-half billion. Of the above, as already noted, the nonwhites by far outnumber the whites. The rest of the world is watching the white race with a great deal of interest. We are measured by the direction in which we are moving, not where we now stand. Unfortunately, much of the information abroad is misinformation. Europe's current information about America, for instance, is twenty years behind the times.

"We may be equally misinformed about the neighboring billions. Whether we like it or not, most of the world looks with complacency on mixed marriages. Most of the world is non-Christian. Most of the world is poor, so poor that you and I have no proper conception of the utter wretchedness which prevails in vast areas. Most of the world is not primarily interested in freedom, but first of all in FOOD. Most of the world is full of such poverty, and of disease and illiteracy. Most of the peoples of the world are ill-fed, ill-housed, ill-clothed, consequently terribly unhappy and despondent, or utterly apathetic. How can our high aspirations for an understanding, co-operative world be realized unless and until—?

"Where these wretchedly unwholesome conditions prevail, wherever suffering is so pronounced—there is a spawning ground for Communism. India will likely be Communist in five or ten years if ways and means are not found to alleviate conditions in that area of teeming millions. Potentially great, India can become an incalculable menace. Multiply this danger by the number of areas and peoples suffering under like poverty and repression. It is a desperate world and it presents a desperate menace that threatens all we call civilization. Think of this: The natives of India exist on a smaller number of calories than our experts declare are necessary for health. This is typical of other areas. Two-thirds of the population of this world has a life expectancy of but about thirty years. Contrast this with our nearly seventy.

"India is eighty percent illiterate. Russia was equally backward in this respect only a few decades ago. But Russia has changed that to eighty percent literate. Let's not let our prejudice under-rate Russia. Russia is moving rapidly. Make no mistake about that.

"Lack of food, first of all, makes a people vulnerable to any promising propaganda. One of mankind's greatest and most momentous questions then is, How can we use the desert places of the world so that they will do their share in feeding the people? Australians entertain a hope that by the beneficent use of atomic energy they may yet turn their rivers to the north and west, thus irrigating and making productive the great desert spaces there. How much finer an ambition that is than that of producing bombs to destroy enormous centers of population and industry!

"A most significant trend should be noted here. Large parts of the world, in spite of suffering and adversity, overcoming indifference and apathy, have won their independence in recent years:

The Philippines from the United States;
India and Pakistan from England;
Indonesia from the Dutch;
Israel, Burma, Ceylon, Libya, Kenya, etc.

These are old nations reborn. Everywhere there is a yearning for a better standard of living, improved health conditions, greater political freedom—but the basic want is LAND, land which will produce food. Peoples and their cultures and accomplishments are greatly affected by the amount and the character of their land. All their ways of living, their tastes, achievements, are colored by the sort of land at their disposal. And, we might add, this craving for land has its root in family life and family holdings, not in a desire for large community-operated establishments.

"Most of us in America are dazed by events in Asia and bewildered as to their meaning, but we realize that something significant is happening there. War news from Korea, debates over radio and television, national mobilization, price controls, income tax increases, all have served to make us aware of tremendous changes already made and of more to come. Bothered and bewildered by the impact of these storm signals, some Americans are retreating behind a Maginot line of isolationism. Others are clamoring for a show of force to 'put the Asians in their place,' calling for the dropping of atom bombs to show how powerful the United States is.

"India's Nehru has pointed out, 'Europe can no longer be the center of the world which it has in the past, politically speaking, or exercise that influence over other parts of the world. From that point of view, Europe belongs to the past, and the center of world history . . . shifts . . . elsewhere. The Pacific is likely to take the place of the Atlantic as a nerve center of the world.' Certainly contemporary events in Asia are vitally affecting every American as well as every other citizen of the world today and may affect them more directly in the years just ahead."

These statements, extracted from a wealth of interesting and informative data, are full enough to afford some perspective of the world in which we live. The same general theme is continued in the comments which follow, but are more specifically devoted to conditions in Turkey and Japan.

Turkey.—Dr. John Rufi, of the University of Missouri, spent several days in the Workshop and gave us some most interesting and challenging reports from the country which he says can no longer be called the "sick man," but may more appropriately be designated now as the "fit man" of that section of the world. Doctor Rufi has recently been in Turkey in an advisory capacity, co-operating with educational authorities there in measures calculated to improve secondary education in that country. From his comments we extract those which are pertinent to the topic under discussion.

"Half of the government's (Turkey's) income goes for the military establishments. This makes it difficult to supply schools and equipment for them as rapidly as needed. Although separated from Russia by but a few miles of water, they are not jittery—not so much as we are here—over the prospect of fighting Russia. They say quietly, 'Yes, we may have to fight Russia, and if we must do it, we will. We'd like your (United States) help, but if we must fight alone, we'll be ready.' And they are likely to add, 'We don't intend to be pushed around.'"

"Most unfortunately, there is real and imminent danger that we may be drawn—or plunged—into war with Russia. I am shocked and horrified that this is the fact. In that event, which God forbid, Turkey will 'stay right in there and pitch.' We may well wonder what Italy will do, or France, or Iran. I do, but I don't worry about Turkey. Turkey detests Russian pressures and Russian domination. That country may not be our most powerful ally, but it will be staunch and true."

Japan.—Another country which interests us keenly, about which we had an opportunity to learn from a competent observer, is Japan. We hear of the wonderful co-operation accorded the American occupation forces and sometimes wonder whether the good will shown is real or only on the surface.

Dr. Gertrude Lewis, of the United States Office of Education, spent the greater part of a year in Japan recently with a team of American educators. In answer to the question of ours, she observed: "How do the Japanese feel toward Americans? Innate and acquired courtesy may account for some of their attitudes and actions, but as I saw and interpreted them I was convinced of their feelings, that they were largely admiration and even affection." She indicated that this is true in spite of the terrible losses inflicted upon some of their great cities, attributing them to the aggressive acts of their own military regime.

She continued, "When the first occupation troops appeared, the Japanese were afraid of them and hid their women. But as the children ventured out, the GI's fell in love with these black-haired tots and began giving them everything they could—candy, chewing gum and the like. The children were quick to respond to kindness and soon convinced their elders that the American soldiers meant them no harm. The suspicions were removed. Our young men seem to have won their hearts completely. And right here is where our GI's should be given a warm tribute of praise for being genuine ambassadors of good will. They have done a most important service in creating a better understanding with a potentially hostile people.

"Land reform in Japan was accomplished by the drastic method of confiscating the lands from the wealthy group which had all but monopolized them. The areas thus seized were distributed among the small farmers on the basis of two and one-half acres to a family of five. By their intensive methods and great industry this allotment may furnish a bare subsistence, but not much more. The people generally approve this action, for by one quick stroke we accomplished what they perhaps never could have done for them-

selves. Some Americans were inclined to be critical of the hard labor employed to produce their crops, but one of the Japanese farmers had a ready answer when he said, 'Would you put machines in the place of hands when we have so many hands and no machines?'

Additional comments on these and other countries, particularly those referring to educational procedures, will be given under later chapter headings. Enough has been given to stimulate further search for world trends and needs and for what we may do to contribute to the progress of education for international and racial understanding.

III—What Can the Schools Do About It?

The world is afflicted with an overabundance of ailments, ranging from petty misunderstandings and prejudices to violent distempers. Thoughtful observers of the current scene place education high among the proposed remedies. Immediately the challenge follows, "What can the schools do about it?"

This section is concerned mainly with what education has done, is doing and may yet do to further the spread of good will and co-operation in two strategic areas of the world. Never before have the peoples of the world faced, in the present acute form at least, such widespread economic and political maladies and such tense and nerve-shattering complications in the area of human relations.

It is trite, but true, to say that this is in large measure due to the so-called shrinking of the world since the advent of modern means of communication and transportation. We are virtually rubbing elbows with peoples we knew almost nothing about a few decades ago. We tend to eye these erstwhile strangers with feelings of prejudice and aloofness, due to what seem to us offensive differences and peculiarities.

Even those we should have known better we have been wont to call "Chinks," "Wops," "Greasers," "Bohunks," "Dagos," and similar names which indicate dislike and disrespect. We have not tried to know them or to find the good in them. Rather, we have carelessly noted some of the ways in which they differ from us and have assumed that these spelled inferiority.

But, fortunately, progress is being made in overcoming these aversions which are always founded on superficial acquaintance or prejudice. Our schools have done much to break down racial barriers and to encourage truly democratic intermingling of children

of different backgrounds and cultures. We believe this process will be expanded and intensified.

The influence of our schools is also being felt abroad. To show this we are quoting freely from messages brought to us by outstanding speakers and consultants. There is much in their reports to inspire and encourage to greater efforts.

Turkey.—Dr. John Rufi, reporting on changes in Turkey, said: "Turkey has changed marvelously since the revolution, an uprising of the Young Turks led by Mustafa Kemal. (Affectionately renamed Ataturk, meaning father of the Turks.) Under his leadership the Turks have become ardent devotees of education. Schools have been established in 17,000 villages throughout Turkey. The work of these schools ranks well with ours, especially in industrial subjects. There are also fifty-six technical schools for women, who are fast being accorded full rights and privileges. It is true that girls are still somewhat neglected, but conditions are improving. Women are allowed to vote and seventeen were elected to the first congress.

"Ataturk got things done. When it was recognized that Arabic, the language used by Turkish scholars, was not adapted to popular use, being too complicated and difficult, he acted promptly. He appointed a committee of competent scholars to devise a new system, one adapted to the Turkish language. He asked, 'How long will it take you?' After consultation they replied, 'We think we can have something to report in six years.' Said Ataturk, 'Consider that five years and six months of that time has passed. Report back to me in six months.' A Latinized alphabet was developed and phonetic spelling was adopted. These were put into use immediately. Now, if you know how to pronounce a Turkish word you can spell it. Likewise, if you can spell it you can pronounce it.

"The peasants do not live on their land, but in villages, of which there are approximately 35,000. About half of them have no schools yet, but the Turks are very much in earnest and intensely eager to learn. Half of the government's income goes for military purposes. This makes it difficult to build schools and to supply equipment as rapidly as needed.

"In Turkey today, as everywhere else, many, many problems are posed. Much depends on education and what it does. What the military does is important, yes, but in the long run what education does is far more vital. We who work in the field of education can make a real contribution. I sometimes deplore our lack of information about other countries and peoples. I was shocked, for instance,

at the ignorance of a group of newspaper men and women I saw visiting in Turkey. They had very little conception of what changes have taken place there. I fear they were somewhat typical of other Americans at home. We think of Turks wearing a fez, for example, but Turkey abolished the use of the fez years ago. A lady boasted of their party's having been entertained by royalty in other countries. She naively wondered whether the Sultan of Turkey would entertain them, which was hardly likely since Turkey kicked out the sultans and became a republic thirty years ago.

"The Ottoman empire was a very great one in its day, probably the greatest of all time. It was at its peak five or six centuries ago, but in time, as empires do, it became decadent and began to break up. By 1910 to 1915 it had become a very sick nation, often referred to as 'the sick man of Europe.' Today it might more properly be called the *fit* man of Europe, or of the East.

"Education played a very important part in this change. There came to power a 'dictator who made good,' a Mussolini who did not fail, or a Hitler who was able to carry out his plans to a very substantial degree. Perhaps a dictatorship was the only possible way to go about it, but it is a fact that great things were accomplished. It may be recorded, too, that this dictator was in turn removed from office by popular vote. And yet the Turks think of him in much the same way as we think of George Washington, although the two differed radically and in many ways the comparison is inapt.

"Ataturk believed profoundly in education, declaring that teachers build and save nations. In order to put his ideas into practice, he led the young Turks to revolt and to establish a republic. They held honest-to-goodness elections, in which women had an important part. That, in a Moslem country, is a remarkable thing.

"This educational program reached farther than the schools. Farming was, and still is in many places in Turkey, very primitive. But American agricultural machinery and methods began to be used. The old plow of the time of Christ (which can still be found in use there) is being displaced by the tractor. Farming is being very effectively revolutionized. Turkey has, for example, displaced Argentina as the fourth greatest exporter of wheat. Figs from ancient Smyrna (now Izmir) are another famous Turkish product. So here is a country firmly dedicated to education of every kind.

"We have mentioned the Latinized alphabet and phonetic spelling, which greatly simplified learning and teaching. They also adopted the metric system, simplifying mathematical calculations.

But they made some serious mistakes. They were so eager to develop efficient educational programs quickly that they reached out and grabbed whatever at first seemed good to them. They installed the German industrial education and the French lycee, neither of which suited their needs. Now the American type of industrial education is coming into use and the French lycee will soon be abandoned."

Referring to his report to the Turkish educational authorities on their secondary school system, Doctor Rufi remarked: "I tried to make it a functional report. I submitted it to some capable Turkish advisers for reaction and comment. Each made his individual outline and report independently, each keeping in mind the needs of his country. Then they met together to consult. They met nine times. At the eighth meeting they agreed on twelve areas where reforms were needed. Then they made their consolidated report, written out in precise Turkish as well as in English. Some of my report to them was highly critical. They noted this, but said 'We believe you are right. We want a copy of it placed in the hands of every secondary teacher.' The report, by the way, was not elaborate—some forty pages—and is now being studied intensively there.

"In the elementary field, Dr. Kate Wofford, of the University of Florida, was in Turkey making a similar survey of the elementary schools. She gave literally and liberally of her health and strength to accomplish this, traveling and living in sometimes quite primitive conditions and in heroic fashion. So well did she impress her ideas and her personality upon the country that thirty young Turkish teachers are now in America for training in her classes at the University of Florida. These thirty teachers, sparked by Miss Wofford, will undertake to revise and adapt all elementary schools according to an improved pattern.

"In Turkey, teachers are a part of the civil service. Their salaries are fairly well adjusted and practically the same on all levels, except cases where family responsibilities are recognized as requiring more. Turkish teachers are intelligent and good training is being provided. The people as a whole are valiant and patriotic and very much in love with their present programs of education and military preparedness. With improved farming methods, made possible by American type machinery and Point Four aid, their fertile acres will produce extensively. Indeed, Turkey is already in the forefront in many agricultural products.

"Our American representatives there, some 3,500 in all, are doing an excellent job and good will and co-operation are everywhere

evident. I am really proud of them, with mighty few exceptions. Our two American colleges have done a magnificent job. Personally, I can truly say that the Turks opened their doors to me readily and it was not long until they opened their hearts."

Asked to recommend a few current books which give detailed and reliable information about Turkey, Doctor Ruff responded with this list:

1. Bisbee, Eleanor, *The New Turks*, Philadelphia, University of Pennsylvania Press (1951).
2. Coon, Carleton S. *Caravan, The Story of the Middle East*, Henry Holt & Company (1951).
3. Cousins, Norman, *Who Speaks for Man?*, The Macmillan Co. (1953).
4. Dewey, Thomas E., *Journey to the Far Pacific*, Doubleday & Co. (1952).
5. Gibbs, Henry, *Crescent in Shadow*, Jarrolds, Publishers (London) Ltd. (1952).
6. Michener, James A., *The Voice of Asia*, Random House (1952).
7. Newman, Bernard, *Turkish Cross Roads*, Robert Hale Limited, 18 Bedford Square, London (1951).

Japan.—Dr. Gertrude Lewis succeeded admirably in imbuing the members of the Workshop with a sympathetic insight into Japanese family life; the provisions for children's education and recreation; economic conditions; education under the Meiji regime; the military repressions and regimentation, and on down to and including the American occupation.

"Japanese children have few pets," she stated in answer to a question. "The reason? Scarcity of food. With eighty million inhabitants and that number increasing at an alarming rate, in a country about the size of California, only one-fifth of which is agriculturally productive, why food for pets when there is not enough for the people? Some chickens are owned, not as pets but to serve utilitarian purposes. To emphasize this poverty and make it realistic in our minds, we need only to know that a farmer who owns an ox is considered wealthy. If he owns both an ox and a cow, he is *very* wealthy.

"The children do have some toys. Dolls, for example, made of wood, or of cloth stuffed with cotton or cloth, dressed in traditional boy and girl costumes. Some are miniature Mikados. These, by the way, have a wonderful sale among our GIs. Rubber balls are favorite toys. Baseball is played and enjoyed very much. Lacking adequate playground space, several games may proceed on the same

grounds at once. Frequently the third base of one diamond may serve also as first or third for another, in use simultaneously. Kites are popular. Hopscotch, that almost universal game of children, is in vogue here. Football is played, but a somewhat different version from ours. Other adult games are Sumo, Judo and Kendo.

"About thirty years ago, during the period of the Meiji, Japan experienced a marvelous educational revival and expansion. The whole world was searched for ideas to incorporate into the Japanese system. One feature borrowed was the division of the children after completion of the fifth grade. One group was thereafter trained for higher education, the other for industrial pursuits. This may be traced to German influence. Industrial education was later patterned after Germany's also and strongly integrated with military requirements. A vital and lasting improvement came with the adoption of the Romaji, a Romanized alphabet, which greatly facilitated the use of the language.

"Children then, as now, began their formal school work at seven years of age, a thing which American schools might do well to consider. Kindergartens and nursery schools were privately owned and therefore tended to serve only the more wealthy. Little real progress was made under the military regime, which regimented the schools and repressed the people's freedom and initiative.

"After the American occupation, one of the first things we did was to introduce the 6-3-3 form of organization, the wisdom of which may be questioned. Compulsory education through the ninth grade was inaugurated, another questionable decision. The Japanese school authorities (Mumbasho) ordered junior high schools to be built and filled. The Japanese were at first at a loss to work out vocational type education in terms other than military. Now, however, in agriculture and some of the mechanic arts a magnificent job is being done.

"It is still impossible to tell whether the American school structure can be maintained there, because of the financial burden it entails. They have an economy which finds it very hard to carry on such an ambitious program. But with their earnestness and ingenuity they may be trusted to adapt the present setup to their needs and capacities as soon as they are fully on their own.

"We tried to encourage placing all children from three to six in nursery schools and kindergartens. They like the idea but are not sure that it can be popularized to replace practices so long in vogue. Where such schools are maintained it is interesting to note how many of the children's activities are carried on outdoors, going into

the buildings (which are separate from other school plants) only when it cannot be managed otherwise.

"The child study movement is now spreading everywhere, a thing which could not have been under the military regime with its tight controls. So Japan was late in entering upon this study. Now Japan has the American school structure but does not know quite what to do with it. Teacher training became necessary, which is what took my group of teachers to Japan. Japan would like to furnish liberal educational privileges to all, but with eighty million people, the economic drain will probably be too great.

"The head of the Parent-Teacher organization in the United States visited Japan to interest parents in such a movement there. She was successful to such a degree that Mumbasho endorsed it. The Japanese were so conditioned to regimentation that the endorsement was taken as a command. PTA's grew up in profusion, even exceeding American participation on a percentage basis. Then having gotten them, they did not know how to use them and were bewildered. Out of it all will eventually work much good, we believe.

"Teacher training before the occupation consisted of very little more than the education offered in the secondary schools. Immediate steps were taken to make available a better and more advanced type of training. Student teachers prepared materials devoted to the needs of the children and made plans for implementing them in the schools. Their work was put into book form and served a very useful purpose as an entering wedge to more complete curriculum planning.

"Teachers are quite often 'put upon a pedestal,' so to speak, and considered to have very superior knowledge and ability. They are not well paid because of the lack of money with which to pay. Elementary teachers are enabled to carry on their work, as a rule, only by living at home.

"We found no comprehension among the Japanese of what the word 'community' means, which proved a great handicap. They have been highly policed and there has been little opportunity and no incentive for taking part in what we term community activities. This stems somewhat from the prevalence of Confucianism, which makes much of the family as a unit and demands the greatest loyalty to family usages and traditions, including great deference to the aged.

"General public recreation programs were encouraged to get the adults together and get them acquainted. Among the things which

'went over' beautifully was the square dance. The Japanese love to dance and this pleased them, in fact they love it. Throughout many villages, for the first time, men and women got together in community gatherings and became acquainted. Out of this recreation program may come a new consciousness of community interests.

"American influence procured the establishment of boards of education. These had been unknown except in some of the larger cities. The smaller cities and rural areas had not known or used such boards before. They got the setup organized, but board members did many things which they were not supposed to do, as hiring and firing teachers, dictating management and curricular actions to a very detrimental extent. Time and patience may yet work this out satisfactorily. The better citizens have been chary of offering their services on these boards, fearing they might not be permanent and that they might be held to blame for mismanagement or other faults.

"Traditionally the Japanese do not want girl babies. That idea is not entirely borne out by the facts. Economic stresses, it is true, caused parents to desire male children, but it is not true that they do not love their little girls. If there is economic and social improvement, no doubt it will be reflected in their attitude toward their children.

"Women now have an improved position in Japanese life. They have been given the vote, although they do not do much with it as yet. More types of employment are opening for them. Formerly they were expected to confine their activities to the home. There was no place for them in general employment for there were not enough positions for the men.

"There are some outstanding exceptions to the old acquiescence of women to the traditions. A most remarkable woman named Hani studied in the United States many years ago under the guidance of John Dewey. She returned to Japan and founded a secondary school, known as Freedom school. She became known as 'the John Dewey of Japan.' She is now quite old, but her work is carried on by her daughter. The Hani school is at least fifty years old. An elementary department has been added. This school is doing a beautiful work in training young people for living.

"Japanese are said to have three religions, to which is sometimes added a fourth, Christianity. The three are Confucianism, Buddhism and Shintoism. Shintoism, in particular, was a basic part of school instruction. It featured emperor worship. When that was

upset, they were at a loss to know what to substitute, hence the frequent inquiry, 'How can we teach morals to our children?' Christian missions are trying to furnish the answer, but as yet their field is very limited."

Due to selecting for publication only those portions of Doctor Lewis' excellent discussions which apply most directly to progress in Japan, these quotations may seem brief and somewhat fragmentary. A good idea may be had, however, of the educational task ahead in Japan. Above all, we get the conviction that if we are to succeed there, Japan must be helped to help herself. They are intelligent and will adapt themselves and their education in a very functional manner when the opportunity and the responsibility become fully theirs.

IV—Initiating and Developing a Program

Dr. Leonard S. Kenworthy, discussing the improvement of the program of education for international understanding, outlined four approaches:

1. Curricular changes through administrative support;
2. Changes through teacher education;
3. Changes through better resources;
4. Changes through parent and community co-operation.

"In some instances curriculum revision on a state-wide basis is making possible a better program. Such revision should be a growth rather than a drastic and complete overhauling in one tremendous upheaval—throwing out everything that is and substituting, too often, untried ideas not fully digested.

"Supervisory aid is recommended wherever possible. This may consist of demonstration lessons, suggested visits to points having value in such studies, lists of books, films or other instructional devices and aids.

"When administrative assistance and encouragement take the form of financial assistance, as for library, outside speakers, trips to conferences, summer study, travel—all in moderation and in amounts which can be defended and justified—these will go far toward initiating some very worth-while pioneering in this field.

"Administration can also do much for such a program when selecting new members of the staff, not by picking only those who are more or less enthusiasts, but by bringing open-minded, progressive teachers, willing to learn and to do things which are not strictly orthodox or traditional.

"The giving of released time to make visits, do bits of research, to work on curriculum proposals, all are rewarding ideas when put into practice, in almost every instance.

"When there is such an administrative attitude and freedom of experimentation, the natural result will be better teacher education. One of the first principles to be established is that we are trying, not to introduce a new subject, but to integrate new and vital materials and ideas into programs already under way.

"Teachers will learn to combine these materials with geography, or with social science, whichever is the accepted method in that particular system. Knowing other peoples better is just a good part of social studies teaching.

"It is highly important that the teacher be well read. On this date, for instance (June 19, 1953), she will be quick to note and to make use of the news headline in this morning's paper: *Egypt World's Newest Republic*."

After touching upon possibilities and means of enlisting parent and community co-operation, Doctor Kenworthy made reference to "World Horizons for Children and Youth," a scrapbook of suggestions which he had prepared.¹ In this he has included numerous suggestions for developing world-mindedness in teachers and pupils, and through them, the community.

The term *world-minded* is much misunderstood and maligned in some quarters. There is nothing in it which implies abandonment of national aims and aspirations. There is no advocacy of a super-government to which we are to be subordinated. We can be world-minded and still love and support our own country. In fact, becoming world-minded makes for a finer and more loyal Americanism. To be world-minded is to be informed about the world, cognizant of its needs, its dangers, its problems; tolerant and sympathetic toward others in all their aims and objectives so long as they do not seek to trample upon the rights of others or to produce discord in the world.

Doctor Kenworthy's summation of the basic assumptions about education for international understanding, quoted from a UNESCO publication, is worthy of serious consideration:

1. Begins by developing in children a sense of security and well-being and an attitude of respect for individuals regardless of color, creed, race or nationality.
2. Involves the development of loyalty to the community and the nation, and the extension of one's loyalty to the world. Such

1. Brooklyn College Press, 1952.

education requires an increase and refinement of national patriotism rather than a replacement of such patriotism by world loyalty. Nationalism and internationalism can be complementary rather than competitive loyalties.

3. Includes a knowledge and appreciation of other lands and their peoples and of the contributions of all races, religions and nations to world cultures.
4. Should include the history of international conflicts and their causes, but should stress the interdependence of the modern world, the development of international co-operation and the need for world community.
5. Should include some study of the United Nations and its specialized agencies.
6. Should include a study of some of the most pertinent events and contemporary problems.
7. Like all sound education, involves the development of the powers of critical thinking.
8. Demands increasing opportunities for growth of the pupil in responsibility through participation in school and community activities.
9. Depends upon emotional as well as intellectual education.
10. Depends in large part on the quality and training of teachers for this responsibility and privilege.
11. Will vary from country to country in the methods and materials employed, but that the basic aims should be the same in all nations.
12. Must be considered an aim of every subject and of every aspect of the school rather than the monopoly of any one subject-matter field.
13. Is a continuous and cumulative process and should be a goal of education at every age.
14. Is not solely the task of the schools, but of society as a whole, and that any program in the schools should recognize and avail itself wherever possible of the co-operation of other agencies of society influencing boys and girls toward world-mindedness.
15. In order to be as effective as possible, should utilize the accumulated knowledge of psychological and pedagogical research.
16. Should use all the latest media of communication and learning (such as films, film strips, radio, recordings, etc.) in order to facilitate and make more effective its task of developing world-minded individuals.

This further word from him contains the gist of a series of lectures before the Workshop at Pittsburg, during June of 1953:

"Stated as compactly as possible, there seem to be at least five

basic aims or concepts in any program for broadening the horizons of boys and girls:

1. The world is composed of many kinds of people similar to us in many ways and different in others.
2. People are affected by their environment and their education; they learn what they live.
3. People live in countries which are also alike and different.
4. People and countries are interdependent.
5. Countries have their quarrels, but countries, like people, are trying to learn to live together peacefully.

On the surface this may seem like over-simplification, but each of these concepts is pregnant with teaching possibilities. To teach any one of them will require far more skill and far broader views than most teachers now possess. Taken together they will demand a new type of teaching to prepare pupils for the changing, chaotic world of the second half of this twentieth century."

The Groups Contribute.—Early in the Workshop sessions the members considered a number of possible fields to explore with a view to preparing concrete outlines or units for teaching some phase of international understanding. Several choices were made and a number of groups were formed to pool their findings and to produce tentative guides for experimental use in classrooms. We are reproducing three of these for the benefit of interested teachers and others who may care to inspect their contributions.

Hats Around the World

Foreword

During a workshop on "Education for International Understanding and Co-operation," summer session of 1953, a group of fourth-, fifth-, and sixth-grade teachers wanted to make a study of "Hats Around the World."

We used this topic because we felt the children would be interested, and it would provide a nice approach to International Understanding and Co-operation.

The group talked over this problem and found our greatest difficulty would be in locating materials. Too, we were crowded for time as our workshop was for a two-week period.

There are many books on children's level, for instance, that tell about other countries but a very few that give any information about hats.

We feel we are pioneering in this subject and at one point were almost ready to give up our chosen topic. Soon, a few leads came in and while our suggestions are limited in many ways, we feel a resourceful teacher can and will add many interesting materials to the unit we submit. We have presented this unit as an example of a resource unit which was presumably written after the activities had been carried out.

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Introduction

The word "hat" comes from the old Anglo-Saxon "haet," meaning "to cover." The earliest form of headdress was probably the skin of some animal or a large leaf thrown over the head, but this did not remain firmly in position, so a hat which roughly fitted the head was fashioned from the material at hand. Head coverings for protective purposes probably preceded those used for decoration, but prehistoric sites reveal both varieties. Certainly from remote times headdresses have been symbols of social or professional distinction.

Dignity, the sort of dignity which requires to be dressed and distinguished for fear of escaping notice, still turns to the head.¹ A young assistant in a London hat shop invented the top hat and was discharged for producing this "outrage" which caused such a riot that the police had to interfere. The top hat, however, became the fashion and survives today as the symbol of dignity and respectability.²

Headgear is, and always has been, variously worn for one of three reasons: For protection against rain, wind, sun, sand, cold, mosquitoes or armed human foes; for religious ceremonials; or for style, coquetry, mourning or to accent the wearer's power and place.³

There are many curious facts about hats. The strong bow that decorates the lining of hats is there because all hats were made in only a few sizes, and a drawstring was inserted in the lining, which was tightened or loosened to fit the head. The streamers around the crown of a child's sailor hat came from the ancient Greeks. When traveling they protected their heads with a flat, broad-brimmed hat of felt which tied under the chin and hung down the back when not needed, like a sunbonnet of today. These tie strings are now the streamers in a sailor hat. The old Egyptians wore a band to keep their hair in place (as do some of the North American Indians). We now have this band on the outside of our hats.

There are many customs connected with wearing hats. Women are not permitted to enter Catholic and Episcopalian Churches without hats or some type of head covering. Orthodox Jewish men wear their hats at home or in the synagogue as a sign of respect. In many countries women must never go out on the street without a hat.

Today the custom of removing the hat in the presence of royalty and other distinguished persons, and of raising it to ladies while out of doors comes from the old custom when inferiors were required to uncover their heads in the presence of superiors as a mark of respect.⁴

In the English House of Commons members may wear their hats while seated, but take them off when they rise to speak. The session is dismissed when the speaker (the presiding officer) rises and puts on his hat.⁵

1. W. M. H. Wise and Co., *Manners and Customs of Mankind*, Wise and Co., I, pp. 105-115.

2. *Hats of the World*, Stylepark Hat Co., Philadelphia 22, Pa.

3. *Lands and Peoples*, The Grolier Society, New York, 1930; pp. 275-288.

4. "The Story of Hats and How They Are Made," *Compton's Picture Encyclopedia*, Vol. 6 (Chicago: F. E. Compton and Co.) p. 281.

5. "Hats," *The World Book Encyclopedia*, Vol. 8 (Chicago: Field Enterprises, Inc., 1953) p. 3304.

Preview

One day Jim came to school with a cap advertising a certain brand of gasoline. Several boys and girls admired the cap and as they entered the classroom the teacher's attention was brought to this certain cap.

After listening to the discussion for awhile, the teacher asked, "Did you ever wonder why people wear hats?" The children replied that they did not know but would like to make a study of hats as one of their activities.

Through pupil-teacher planning it was found that the first requirement was to have a good background of information about hats. This information was obtained through reading, pictures, stories, film strips, movies, poems, and interviews.

The following problems are among those suggested by the children:

- Why do we wear hats?
- Where do the materials for hats come from?
- How are hats made?
- Are hats in other countries like ours?
- Why do men tip their hats when they meet a lady?
- Do materials for our hats come from other countries?

OBJECTIVES FOR THIS UNIT OF STUDY

1. To appreciate peoples of other countries and their contributions.
2. To develop right attitudes of sympathetic understanding of peoples of other countries.
3. To create international understanding.
4. To show how traditions develop.
5. To develop understanding of adaptation and change in customs.
6. To develop understanding of interdependence of nations.
7. To work together in a group; and independently.
8. To develop skill in attacking problems.
9. To develop skills in locating, organizing, using and evaluating information.
10. To induce growth in creative ability.

PROCEDURES OR METHODS

September 14

The class discussed various ways in which the study of "Hats Around the World" could be conducted.

The following committees were formed: art, correspondence, program and planning, research and resource.

Evaluation period.

September 15

The children began bringing pictures and magazines such as the *National Geographic* that showed different types of headaddress.

Evaluation period.

September 16

Children began grouping around the globe trying to locate countries identified with certain hats.

Children make problems on distances using the map scale.

Work was done in groups locating materials.

Evaluation period.

September 17

One child found a book that contained a story of hats in Mexico.

Another child brought a hat that was obtained by his mother from Puerto Rico.

Evaluation period.

September 18

Several pictures were brought to the group showing hats of various countries.

One girl brought a poem about hats. She said she would like to write some original poems. Following are some samples of original poems written by children:

MY OLD HAT

I have an old hat,
It's tattered and torn.
I know it's very old,
Because it was made before I was born.
There are many kinds of hats,
But I think mine is the best.
If I should hang it in a tree
The birds would use it for a nest.

Koeta Dunham, Grade 4,
Fort Scott, Kansas.

HATS

Some hats are big and floppy
While some are small and flat.
Some hats you have to pin on,
Some fit just like a cap.
There are hats just made for parties
There are hats that go to town.
Some hats work in the garden
To help keep sun-burn down.
Some hats have long tall feathers,
While some have flowers gay.

Some hats use yards of ribbon:
Some are just black or gray.
My Mom wears hats of all kinds,
And Pop just laughs and laughs.
But you can tell by looking,
He thinks she's lots of class.
Patricia Kiddoo, Grade 4,
Fort Scott, Kansas.

September 21

The Art Committee began working on a mural depicting hats of other countries.

Pupil shows headscarf from Sweden. Teacher shows little Swedish cap. Sweden is located on map and globe. Pupil from Research Committee shows pictures of girls from Czechoslovakia with headscarfs. Czechoslovakia is located on globe and map.

Pictures of the Russian Babuska were also shown. Class agrees that American girls' favorite headdress is scarf also.

Evaluation period.

September 22

Teacher recalls that in *The Singing Tree* (Kate Seredy) Uncle Moses wears a little black cap. Pupil recalls the story was of Hungary. Locates Hungary on map. Teacher recommends to the Research Committee the book, *One God* (Fitch) which tells about two Jewish boys who sometimes wore a little black cap. A Jewish pupil would make a report on the caps. The Corresponding Committee would write a letter to the American Jewish Committee (New York). Time allowed for general participation. Topic for Tuesday's discussion, as determined by the Planning and Program Committee, would be Dutch and Tyrolean caps.

Evaluation period.

September 23

In art period miniature scarfs are made of paper and crayola.

In English children continue work on "hat" poems. Children plan to make scrapbook of the poems and present it to children's ward of the local hospital.

Evaluation period.

September 24

Pupils from the Resource Committee report on Dutch hats worn in Vollandam. Show pictures. The Netherlands is located on world map. Vollandam is located on map of the Netherlands. Point is brought out that people in The Netherlands dress much like Americans except at festival times. A pupil recalls that in

Hans Brinker something interesting is told about hats. Teacher asks him to read material to class. Class agrees that they would like to learn a Dutch folk song and dance in their music period. Report is made on caps of the Tyrol. Pictures are shown. Tyrolean region is located on map of Europe.

Evaluation period.

September 25

Reports on hats: silk, felt, and straw.

Evaluation period.

September 28

Reports on mantilla and sombrero.

Add collection of pictures of hats to scrapbook.

Evaluation period.

September 29

Coins from various countries were brought to class and children discussed comparative value of coins.

Recorded music of folk dances from various countries.

Evaluation period.

September 30

Class wrote a creative song on "Hats Around the World."

Evaluation period.

October 1

Reports on quotations such as, "I'll eat my hat," "Throw your hat in the ring," etc.

Evaluation period.

October 2

Visit to museum showing "Dolls of Various Countries."

Evaluation period.

October 5

Creative story written on excursion to the museum.

Evaluation period.

October 6

Create hats for their project on the milliner's window. Tell story of each hat as it is displayed.

Evaluation period.

October 7

Write invitations inviting mothers to a tea on Friday, October 9.

Evaluation period.

October 8

- Rehearse skit to be given at mother's tea.
- Evaluation period.

October 9

- Culmination: presenting skit for mothers.

OTHER SUGGESTED ACTIVITIES

1. Original play for mothers' tea or P. T. A. program, civic club, or assembly program.
2. Radio program over local station.
3. Write story for school newspaper.
4. Exhibit, inviting other rooms.
5. Tape recording.
6. Make film strip story for opaque projector.
7. Make a movie showing "Hats Around the World."

SKILLS AND TECHNIQUES USED BY CHILDREN

This unit is rich in experiences through which many skills and techniques may be used.

Arithmetic

1. The children could make up one and two step problems about the cost of hats and their materials.
2. Coins from the different countries could be studied, their names, worth, etc., as compared to the U. S. money.
3. Many different kinds of money could be brought to school by students whose fathers and brothers had been in military service.
4. Problems in distance and measurement could be developed.
5. Drills and skills could be reviewed.

*Language Arts**Spelling:*

1. Select spelling words from the study that are within the meaning vocabulary of the child and seem important to him.
2. Each child will make his own individual vocabulary list to fit his need.
3. Keep a list of misspelled words for further study.
4. For speech and voice improvement, have a pronunciation list.
5. Vocabulary drill and good usage on words missed by majority of the class.
6. Use of dictionary for meanings of words and pronunciation.
7. Make a dictionary by writing definitions of words as to materials, etc.

Reading:

1. The children will have need for research in order to construct, verify, and intelligently discuss their problems.
2. Pupils read for individual or group reports.
3. Read and follow directions in making different hats.
4. Use table of contents.
5. Read for information.
6. Read for appreciation.
7. Develop skill in the use of the dictionary and encyclopedia.
8. Read orally.

English

Oral:

1. Report orally on different things such as countries and hats.
2. Read to discover why hats are worn. Report on this.
3. Round-table discussions.
4. Read orally in an audience some story about hats.
5. Discuss movies following their showing.
6. Have a sharing period on things each have found.
(Some children may have a relative who has given a hat to them.)
7. Courtesy study, as turns in talking, etc.

Written:

1. Learn to outline material.
2. Use new words and expressions in writing letters to embassies and other sources of information.
3. Write creative stories, poems and dramatizations.
4. Write reports.
5. Make booklets.
6. Keep records of their findings.
7. Keep records of books used.
8. Keep a written word list.

Creative Activities

The creative skills and activities employed in a unit should provide a satisfying and enjoyable experience for the children. While they are excellent avenues for developing individual talent, they are of greater value in training children to work and share together.

The unit, "Hats Around the World," provided these following creative skills and activities:

1. A mural on wrapping paper showed various types of hats with appropriate backgrounds.
2. Miniature replicas of hats were made and mounted on correct geographical areas.

3. A scrapbook of original "hat" poems were written and illustrated by the children—this was later presented to the children's ward of a local hospital.
4. The children danced to the recording of "The Mexican Hat Dance."
5. Songs enjoyed—Oh, Dear, What Can the Matter Be?, Put On Your Old Gray Bonnet, Easter Parade, Yankee Doodle, etc.
6. A dramatization—children modeled various types of hats and reported interesting facts about each one.
7. "A Milliner's Window"—a display of paper originals made by children in a group activity.
8. The group visited the city's historical museum and viewed the costume dolls, noting headdresses.

Evaluation and Summary

We felt a great many of the objectives of this unit were achieved since our evaluation indicated the pupils had gained as a result of the experiences in the following ways:

Co-operation

Democratic attitudes were developed by working co-operatively with others under pupil leaders and this increased their ability to work in groups.

Classroom Atmosphere

The class recognized the importance of maintaining a quiet workman-like atmosphere for the sake of efficiency.

Expression

There was growth in the use of courtesy in discussion and a good classroom behavior of listening. There was a noticeable growth in creative expressions. This activity also encouraged the use of reference and other books of information.

Appreciation

Finally there were unmeasurable benefits of appreciation and personality growth. They had a clear demonstration that through democratic planning and working all were benefitted.

Information

There was growth in information about many lands.

International Understanding

There was growth in the understanding of and a better appreciation of the peoples of the many lands studied.

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