

R E P O R T R E S U M E S

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INTERCULTURAL EDUCATION, GRADES 1-12.

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REPORT NUMBER USDESEA-FAM-350-216

PUB DATE 13 DEC 65

EDRS PRICE MF-\$0.18 HC-\$2.84 71F.

DESCRIPTORS- \*CULTURAL ENRICHMENT, \*FOREIGN CULTURE, \*GERMAN, \*INTERCULTURAL PROGRAMS, \*RESOURCE GUIDES, AREA STUDIES, TEACHING GUIDES, DISTRICT OF COLUMBIA, GERMANY

THE PROGRAM OUTLINED IN THIS GUIDE WAS DEVELOPED FOR TEACHERS AND PRINCIPALS OF UNITED STATES DEFENDENTS SCHOOLS IN NATIONS OF THE NORTH ATLANTIC TREATY ORGANIZATION. IT IS CONCERNED PARTICULARLY WITH THE STUDY OF THE CULTURE OF THE HOST NATION, GERMANY, ITS CORRELATION WITH OTHER SUBJECTS, AND ITS INTEGRATION INTO THE CURRICULUM. CHAPTERS IN PART I COVER THE PHILOSOPHY, PURPOSE, ORGANIZATIONAL PATTERN, AND CURRICULAR CONTENTS OF AN INTERCULTURAL EDUCATION PROGRAM. PART II INCLUDES CHAPTERS ON INSERVICE EDUCATION, METHODS OF INTRODUCING CULTURAL PROJECTS, RELATIONS WITH THE HOST NATION, AND SUGGESTIONS FOR WAYS OF CORRELATING THE CULTURE OF GERMANY WITH SOCIAL STUDIES, PHYSICAL EDUCATION, FOREIGN LANGUAGES, ENGLISH, ART, INDUSTRIAL ARTS, MUSIC, MATHEMATICS, BUSINESS EDUCATION, AND SCIENCE. ALSO INCLUDED ARE A BIBLIOGRAPHY OF TEACHING AIDS (BOOKS, FILMS, MAPS, FILMSTRIPS, TAPES, AND REFERENCE WORKS) AND AN EVALUATION CHECKLIST FOR INTERCULTURAL EDUCATION PROGRAMS. (AUTHOR/AM)

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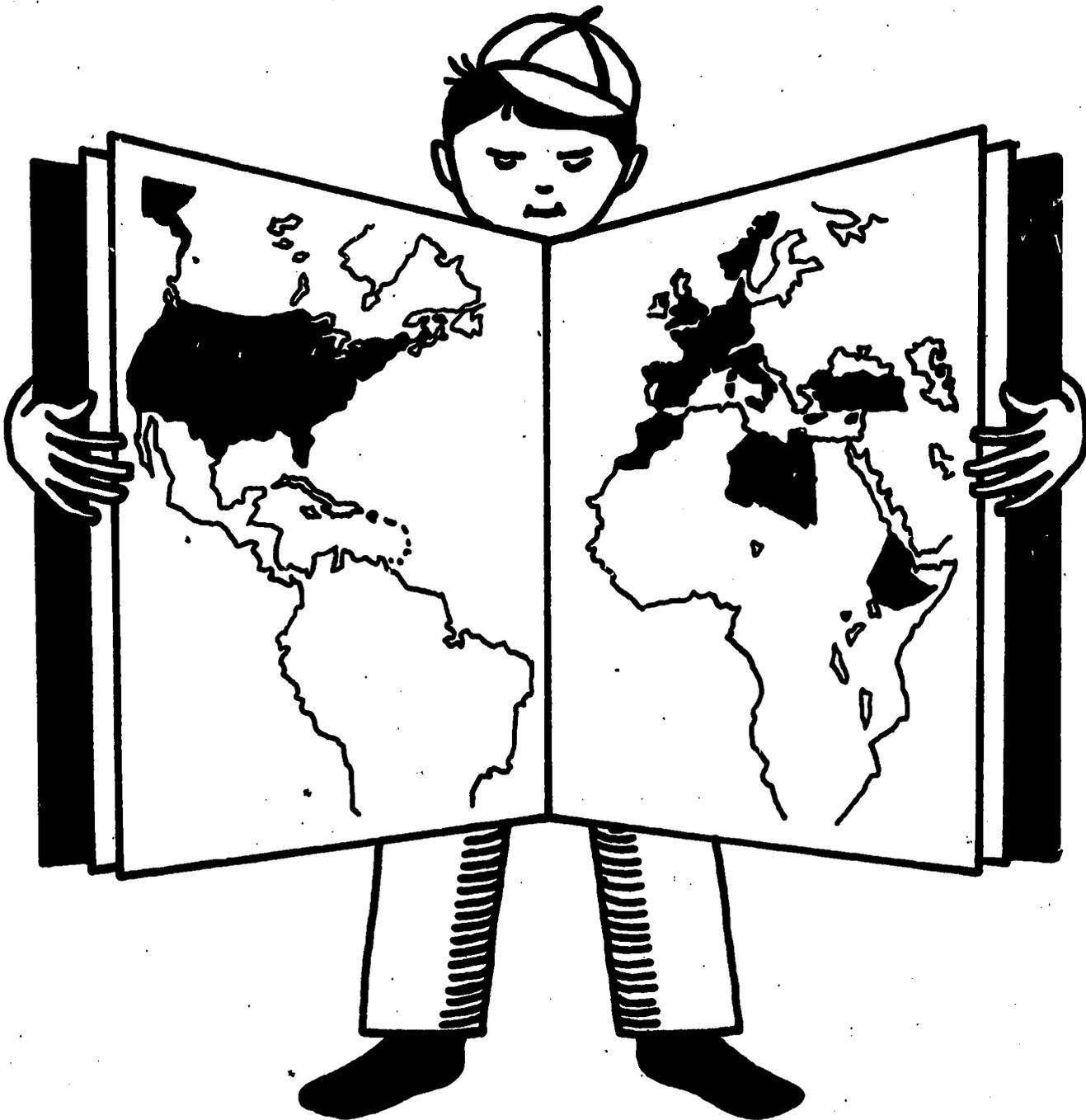
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P A M P H L E T )  
No. 350-216)

13 December 1965

EDUCATION AND TRAINING

# INTERCULTURAL EDUCATION... GRADES 1-12



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Intercultural Education

This pamphlet is a guide for principals and teachers. It is concerned with Intercultural Education, particularly the study of the host nation's culture, its correlation with other subjects, and its integration into the overall curriculum. Terms are defined and the underlying philosophy as well as the general objectives stated. Suggestions are made for circumscribing the body of knowledge involved and for teaching it. Also included is a list of teaching aids.

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How to Treat This Manual

All chapters are open-ended. The statement of philosophy can be revised if deemed desirable, the list of objectives added to or subtracted from, certainly the number of concepts can be augmented, and the chapter on techniques for teaching will always be in an unfinished state.

Accordingly, all chapters begin on a new sheet, and the page numbers start anew with each chapter. For easy location, numbers are preceded by their appropriate chapter designation, i.e. a capital letter. If this pamphlet is placed in a ring binder, it will be simple to add and remove pages.

Teachers are invited to make marginal notes as experience dictates or as ideas arise. In time, these marginal notes should be brought to the attention of this Directorate so that sound suggestions may be incorporated into the periodic revisions.

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PREAMBLE

USDESEA's strong interest in intercultural education stems in part from the political reality of the twentieth century that no nation can any longer live in isolation. "La patrie," "my fatherland," or "my country" are no longer the final integers of political thinking and political action. Korea, Vietnam, and Berlin are ample proof of the fact that a crisis in any part of the world can potentially affect all other parts. Clearly, a strong political orientation in our curriculum and an intensive political education of our pupils are indicated.

The dependents schools have an added reason for embracing this line of thought with vigor. By virtue of their location in foreign lands, the schools should respond to the need for correcting traditional modes of thought from the very beginning. A conscious effort should be made to overcome prejudice and to understand and respect foreign peoples and cultures. Each subject in the curriculum at each grade or level, each facet of the student activity program, each teacher, counselor, and administrator is expected to make a contribution to intercultural education.

Circumspect teachers who have exerted themselves in "Host-Nation Relations," now have official and general support and a strong echo in the thinking of more of their colleagues.

The dependents schools align themselves in this effort with UNESCO, when it attempts to educate for international understanding in its Associated Schools Project (now embracing over 300 schools in almost fifty countries), with the United Nations General Assembly that declared 1965 to be "International Cooperation Year," with the NEA, which chose for its theme during SY 1964/65 "Education for World Responsibility," and with President Johnson, who dedicated 1965 to "finding new techniques for making man's knowledge serve man's welfare"...and called upon the people of the United States "to work with other nations to find new methods of improving the life of man."

The pages of this pamphlet state the philosophy, objectives, and proposed content\* of the new curriculum. They also list a number of aids and methods for implementation.

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\*References in the chapters on content are for the most part to Germany only.

This pamphlet was written by Dr. Alfred W. Beerbaum. He makes acknowledgment for most of the ideas presented here to the thousands of dependents school teachers and principals who caught the spirit of the international education program in years past. In particular, mention is made of the following: the USDESEA Curriculum Subject Committees under the general chairmanship of Dr. G. W. Ford--for many valuable suggestions; Miss Dorothy Weihe, Mr. Jack South, Mr. Raymond Sparks, and Mr. J. Edward Lee for special coordinating efforts; the faculty of Heilbronn American School for devoting study and planning sessions to intercultural education; librarians Beatrice Kenney, Ruth McLaughlin, and Anne Vaughn for preparing special bibliographies; all the diligent reporters of local host-nation relations; Boeblingen and Stuttgart school faculties for contributions to the chapter on field trips; and Mr. Richard King for inspirational comments and practical suggestions.

FOR THE DIRECTOR:

  
CHARLES F. ROSS  
Deputy Director

THE UNDERLYING PHILOSOPHY

The crowning purposes of education in a democratic society, as stated in the 1964 Curriculum Design of the DOD Overseas Dependents' Schools, are to make the individual aware of himself and develop his capacities fully, to nourish within him a growing responsibility toward his fellowmen, and to transmit to him and to his generation a knowledge of conflicting ideologies and, hopefully, to have him embrace the democratic heritage.

The Department of Defense schools not only promote these purposes, but lend an additional dimension to them. To a greater extent than ever before young Americans are afforded the opportunity to live in alien surroundings, hear strange tongues, observe different customs, and discover new and often divergent attitudes toward life. Accordingly, DOD schools gear their efforts to developing an appreciation of human thought and accomplishment beyond national borders, a broader social outlook, and an ability to interpret the experience of another folk. The program is designed to influence the student's way of thinking, his attitude toward life, and his willingness to understand and respect a viewpoint other than his own.

Further, the DOD schools hope through their pupils to have the American community abroad come to understand itself better, shape and strengthen its own ethics, collective taste, imagination, aesthetic sense, and spiritual life. This hope springs from the realization that the future of humanity is determined much more by an honest dialogue between cultures than, for example, on triumphs in space technology.

The dependents-school educator has a clear responsibility to make creative use of the opportunities for study in other lands, to the end that educational ideals may be strengthened and enhanced. The teacher, who comes to Europe anticipating experiences that will benefit him personally and professionally, will want to share with his pupils the educational growth that the foreign community affords.

DEFINITION OF TERMSWhat is Culture?

Before discussing the program of intercultural education, the terms should be defined. Intercultural education, for example, describes the end product and is part of the process of the instruction contemplated. As features of American culture are studied, their counterparts in German, French, or whatever culture can be appropriately introduced, and comparisons can be made and illuminated from the vantage point of two or more cultures. Each can then be evaluated within its context so that a new understanding and appreciation of the pupil's own culture may be developed.

Perhaps the term that needs clarification most of all is "culture" itself. What is it? What is it to us? Daam Van Willigen, raising these questions in an article in the Modern Language Journal of December 1964, commented:

"The concept of culture does not lend itself to an unambiguous definition, no more than ideas like education, instruction, thinking, or civilization. Biologists, ethnologists, anthropologists, educators, philologists, historians, - each group will define these ideas in its own way."

Nelson Brooks reiterated the dilemma, when he stated that culture is one of those words that conveys more than one concept, so that it can easily lead to misunderstandings. It can mean (1) biological growth, (2) intellectual refinement, or (3) the sum of all the learned and shared elements that characterize a social group.

Van Willigen, however, recognized some common elements in each definition. Culture, he said, is "a human phenomenon, is human thinking and human behavior or the result of it, and it manifests itself as a system." Murdock also explained culture as the product of learning rather than of heredity; and Hoebel agreed that "culture is the integrated sum total of learned behavior traits which are manifested and shared by the members of a society."

It can be said then that the culture of a group of people consists of the beliefs and accomplishments of the people and of their ways of living as a result of these beliefs and accomplishments.

A program of intercultural education is therefore concerned with the comparative study of two or more groups of people and their manner of living - their social, economic, political, and aesthetic ways of life.

What About "Culture Shock"?

Culture shock is the name given by social psychologists to the sense of confusion and misunderstanding felt by persons who spend an appreciable amount of time in another culture, without realizing that different societies live almost literally in different worlds, not just the same world with different labels attached to it.

Enrique Vargas has this to say about the malady in the Saturday Review of 29 May 1965:

"A person who enters a foreign culture ordinarily passes through three phases of adjustment:

1. He is a spectator; he observes what is going on about him but does not participate. His reaction is likely to be one of curiosity and delight. Everything looks interesting.
2. He becomes personally involved in the ways of the foreign culture and tries to come to terms with them. He becomes aware of the great differences that exist between himself and the people with whom he is living. The situations which, during his first phase as spectator, were interesting are now incomprehensible and perhaps even unpleasant. He feels he cannot "get through" to anyone, and he becomes uneasy and insecure because he doesn't know the "right" ways of doing things.

Culture shock is precipitated by the distressing feelings of uncertainty and anxiety that result from not finding all the familiar symbols, signs, and cues that guide a person through his own culture. He finds himself having to use a different 'design for living.' He doesn't know what people expect of him and what he should expect of them. He is not at all sure when to shake hands, how much to tip, how to buy the things he needs, or what to say to waiters, and he discovers that the social etiquette he has learned is no longer of use to him. Culture shock is usually accompanied by a linguistic shock that makes even more difficult the crossing of cultural barriers.

Then there is the strangeness of social customs. People in the new culture do not behave the way 'normal' people behave, and since most of them feel that everyone should behave the way they do because their way is the normal way, conflicts are likely to occur. Then, too, there is the strangeness of food and living patterns. Usually the food doesn't taste right, and moreover the eating manners seem entirely senseless, as does the mealtime schedule.

Finally, added to this complicated picture is the factor of being physically separated from home. This in itself can produce a feeling of helplessness and loneliness.

The symptoms of culture shock vary with the individual and the situation. But in general in its initial phase it manifests itself in feelings of depression and despair. Most people successfully overcome this first phase, but if the shock continues to develop, a rejection stage may set in.

One symptom a person suffering from culture shock may have is the tendency to 'go native.' In his attempt to cure his discomfort (and in many cases to solve much deeper identity problems) he may take an overdose of the foreign culture. He tries to talk and dress like a native. -- It is generally understood that the 'natives' are never very sympathetic to this kind of caricature of themselves!

3. He will either have mastered the new situation and will get along smoothly in the new environment or he will realize that his own culture is the only workable one for him.

To overcome culture shock successfully, one must:

- a. be conscious of one's own natural ethnocentricity, the tendency to feel that one's own cultural conditioning and setting are superior to all others, that one's culture is in the center of the universe, and that all others should be scaled and graded with reference to it.
- b. be able to suffer change without having the feeling that one's sense of personal identity is being threatened.
- c. become involved in a foreign experience and learn to cope with the differences in the 'design for living.'

Overcoming "culture shock" in the manner suggested above would seem to be one of the desirable outcomes of intercultural education in USDESEA schools.

Functions and Purposes

1. To enable children and youth to gain a better insight into the daily life of host nationals through a study of their history and customs, of current events involving them, and of their accomplishments in the natural and social sciences, literature, and the arts.

More specifically: to gain a beginning appreciation of music strange to their ears, of food with strange aromas and tastes, of religions which run counter to their own, of customs which seem strange but which make sense in other cultural settings.

2. To study as much of the host nation's language as possible, in order to have more enjoyable and meaningful travel and to acquire the master key with which to unlock the innermost recesses of a culture.

3. To facilitate, as a corollary, desirable relations with host nationals.

4. To examine the host nation's contributions to and ties with America.

5. To develop a sound basis for comparing two cultures and to disabuse the mind of the notion that there is only one way for all peoples.

6. To invite a rational view of world conditions and problems, and to foster the development of a personal understanding and appreciation of the United States policies in regard to foreign relations and the United Nations, and the mission of the military, not as a special assignment but as an integral part of personal conduct in daily life.

7. To utilize more fully the talents of children and youth, to enhance their creative abilities, to enable them to adjust more fully to the environment, and to perfect communication skills of all sorts.

8. To develop commitments to human values and skills in critical thinking.

Suggested Organizational Pattern

To implement fully an intercultural education program would require a full-scale host-nation language program along with a suitable complement of well qualified local-national or American resource people. Short of these to the desired degree, a great deal can still be done by embracing the idea of the program of intercultural education and developing a spirit of cooperation with it.

To have intercultural education take place, teachers of all subjects and grades should examine their curriculums and search for opportunities to introduce other-nation and particularly host-nation cultural aspects. This is admittedly not an easy task, but it is a rewarding one professionally and carries with it many personal benefits!

Traditionally, the subject areas of social studies, foreign language, and art education are thought of as lending themselves best to intercultural education, but they are by no means the only ones. The curriculums of all subject areas yield opportunities for correlation and integration, as will be pointed out in the Methodology chapters that follow.

Principals should establish a joint planning committee, composed of especially interested and qualified teachers, and resource people from outside the school. The purpose of the committee is to plan and facilitate such educational endeavors as field trips and visits to host-nation schools, and improvements in host-nation language study for pupils and teachers.

Where there are host-nation language teachers or intercultural resource specialists assigned to a school, they should, of course, play a leading role in the joint planning committee, assist teachers in orienting the curriculum toward intercultural understanding, and teach the language of the host nation.

The exact structure for the organization of the local intercultural education effort will vary from school to school.

CONTENT

The content of the program of study is determined in keeping with our definition of intercultural education and acceptance of the goal of intellectual refinement through "activity of thought and receptiveness to beauty and humane feeling."

The total applicable body of knowledge involved is quite large, and mastery of any sizeable portion of it may easily elude the teacher unless he has already had special preparation or is now participating in an inservice program.

Of course, no one person needs to know the total applicable body of knowledge. Pruning can bring it down to manageable proportions; but the pruning must be judicious. The task requires a thorough knowledge of the standard curriculum and the American bent of mind. Since no one knows this better than the classroom teacher, his determined effort, coupled with the knowledge and understanding of the school's cultural resource person, offers the most practical solution to the problem. A beginning can be made by plunging boldly into the sea of materials, using this pamphlet for guidance and the end-list of materials as suggestions for getting underway.

Reminders

Elements of culture cluster around certain situations: the manufacture and use of tools; social intercourse; the uses of time and space; the learning process; holidays and myths; worship and superstitions; and life processes such as birth, marriage, and death.

Key questions about a culture are these: What do people talk about and value? Whom do they extol and what do they consider taboo? What do they tacitly assume and unquestionably practice? What are the nature and strength of their gods? What folk tales do they pass on? What customs do they practice on holidays, feasts, in courtship and marriage, and in connection with birth and death?

### Concepts

For convenience sake in determining the scope and variety of the carriers of culture, a listing of concepts may be meaningful and useful to the teacher. The list can be added to or taken from at will. Each teacher will develop his own list in accordance with curriculum needs and goals. Each teacher will also know best to what extent or depth each concept should be developed.

An attempt has been made to divide the amount of material or number of concepts into manageable segments. The division as indicated in the Table of Contents is purely arbitrary and can be changed at will. However, for the time being, the arrangement and pagination will stand and yet allow for alterations in the form of deletions and additions. Chapters J, K, and L could have been included in Chapter H for greater clarity of structure, but they loom as so important in the school effort that they are treated separately. Chapter N is not developed here, because it can be written only on the local level. Its outline may be that of chapters G-M combined, but another arrangement will do as well.

Art and Architecture

An understanding of the terms Romanesque  
Gothic  
Renaissance  
Baroque  
Rococo will prove most useful

in the teacher's and his pupils' travel through Europe. Some knowledge of the life and works of artists like Dürer and Spitzweg will increase the enjoyment of their works and may result in a better appreciation of them.

Music

All teachers and most students will want to know something about Mozart, Beethoven, Wagner and Strauss and react knowingly to famous operas such as the Flying Dutchman, Die Meistersinger, The Magic Flute, and Hänsel and Gretel. They will also want to know what a Spieldose is and a Volkslied. Hopefully, they will learn some songs, such as Stille Nacht, Du, du liegst mir im Herzen, Auf Wiedersehn, etc.

Do the Germans like music? What kind? How important a role does it play in their daily lives? Do old and young see alike on music? What is the main fare on the radio? What are typical titles in the record shops? What is a "Männergesang-verein"? What well-liked musical forms are imported from other lands? Why is the negro spiritual so popular in Germany?

Folklore and Literature

The folklore, fairy tales, and literature of a nation yield many clues to the culture of a people. They are national and regional in import. Each teacher will draw up his own list of songs, poems, and prose literature. The following list is typical and closely allied to the language of Germany:

- Dornrös'chen (Sleeping Beauty)
- Erlkönig (words by Goethe, music by Schubert)
- Faust
- Grimm Brothers
- Hampelmann
- Kasperle
- Mauseturm (Mouse Tower, Bingen)
- Münchhausen, Baron von
- Nibelungen (see Wagner, Siegfried, Odenwald)
- Rattenfänger von Hameln, story of the famous pied piper
- Reinecke Fuchs: stories about Reynard the Fox are famous
- Roland: Who was he? When did he live? What do the statues of him in several German cities mean?
- Rotkäppchen (Little Red Riding Hood)
- Rumpelstilzchen
- Schlaraffenland: the German Never-Never-Land, in America known as the Big Rock Candy Mountain
- Schneewittchen (Snow White and the Seven Dwarfs)

Schnitzelbank (famous party song)

Schornsteinfeger (chimney sweeper, bringer of good luck, part  
of the vanishing scene)

Schuhplattler

Siegfried

Till Eulenspiegel (the merry prankster; of Strauss' tone poem)

Wilhelm Tell (Not the Lone Ranger but the Swiss who shot the  
apple from his boy's head!)

The National Scene: Cities and Towns

Indicators of a nation's culture not to be discounted are the cities and towns, their special individual significance to the nation's history, general development, and cultural contribution. Every teacher will want to own the Stars and Stripes' recent edition of Cities in Germany. It is replete with thoughtfully selected pictures and texts that are ideally suited to the American's interests and approach to German culture.

Following are some geographical concepts, with some statements and questions which point to a cultural exploration:

**YOUR Town!** particularly its Altstadt (Neustadt), or Stadtmitte or Innenstadt, as contrasted with its Vorstadt. What do these terms mean? Is the main church a Kirche, Munster, Kathedrale or Dom? What does each word mean and what does it tell about the history of the place? The Burgermeister works in a Rathaus, not a Ratskeller. Can you pronounce these institutions? What do they mean? And what are Post and Polizei? They are in every town. What role do they play in the life of the people? Do you know the Verkehrszeichen and -regeln? If you drive a car, they are important to you!

- Augsburg** Founded by the Romans, important during the Middle Ages. Who were the Fuggers? What is the Fuggerei?
- Bamberg** Sometimes called the Rome of Germany. Why? Who or what is the Bamberger Reiter?
- Bayreuth** The city of Wagner and Liszt, of a famous festival and a gem of an 18th century rococo theater.
- Berchtesgaden** Site of German's loveliest lake and second highest mountain. Compare with Aspen, Colorado.
- Berlin** An inexhaustible subject.
- Bremen, Bremerhaven** They serve us well now, but they also played a role in commerce during the Middle Ages. Famous are Bremen's city hall, statue of Roland, and Hanseatic connection. What do they tell about the history and art of the city?

- Breslau, Dresden, Königsberg, Leipzig:** four German cities east of the Elbe and behind the Iron Curtain. What about their past, present, and future? What do the German people have to say on their present and future? Tell about the bombing of Dresden. What is the status of the traditional Leipziger Messe? What is Königsberg called today? Of what province was Breslau the capital?
- Frankfurt** How did it get its name? How important is it as a traffic center? Plan a visit to the Goethe-Haus. Find pictures of Old Frankfurt. Compare them with the Frankfurt of today. What do you think of the design for rebuilding the city since the war?
- Fulda** The city of Boniface, a very old church, a fine Baroque church - the cradle of Christianity in Germany.
- Garmisch** Site of the 1936 Olympic winter games and the Zugspitze, highest mountain in Germany. Draw a circle with a 50 km radius around Garmisch. What cultural sites are included?
- Hamburg** Compare with New York as a harbor.
- Heidelberg** Town of romance, archetype of the small university town, famous for its castle ruin, home and host to philosophers and poets during the last two hundred years. Why was it declared an open city during the war? How did the river and mountains contribute to the charm and fame of the city?
- Köln (Cologne)** What does "4711" mean? What did President Kennedy say about the city on his visit there in 1963? Its cathedral is the largest church in Germany. How long did it take to build it?
- Lübeck** City on the Baltic, of Thomas Mann and the Hanseatic League.
- München (Munich)** Art center of over a million inhabitants, rich in romantic history as well as an abortive "Putsch." Home of "Löwenbräu," of German's largest technological museum, and famous for its annual Oktoberfest.
- Nurnberg** Once known as the treasure chest of Germany! Why? What famous people lived there during the German renaissance (Dürer, Hans Sachs, etc)?
- Oberammergau** Tell the history of the Passion Play. Why did the village become famous for woodcarving? What famous monastery is close by? Which of Ludwig II's castles is close by?

- Potsdam** City of Prussianism and Frederick the Great. Where is it located? What "Agreement" was signed there in 1945? By whom?
- Rothenburg** Prototype of the picturesque and important medieval town that was bypassed by modern trade routes.
- Salzburg** City of Mozart and an annual festival. Although located in Austria, it calls attention to the fact that German culture extends beyond the present political boundaries.
- Weimar** Once the Athens of Germany, when Goethe and Schiller and many another famous German lived there. At what time? What role did it play in Germany after World War I? Where is it located?
- Wien (Vienna)** Capital of Austria on the blue (?) Danube, of supreme importance in the history of German music.
- Wiesbaden** German's largest resort since Roman days. Draw a circle with a 50 km radius around the city and list and discuss the cultural, historical, and geographical sites in it.
- Worms** Site of a fine Romanesque cathedral and famous wine (Liebfrauenmilch). Tell about its connection with Siegfried and the Nibelungen Saga as well as its role in Luther's Reformation.

Other Geographical Features which play a role in German life.

- Bergstrasse** Account for its mild climate and consequent early arrival spring. Trace the Nibelungenstrasse through the Odenwald and locate the site of Siegfried's murder. Frankenstein Castle is on the Bergstrasse! Between what cities does it lie?
- Black Forest (Schwarzwald)** Clock makers, Heidi, and glass blowers live in the Black Forest. Why is it so called? Define its geographical limits. Why, do you think, folklore and costumes are so well preserved here?
- Brandenburg Gate** Where is it? What is its building history? Why is it important today?

- Chiemsee**      What do its islands contain? Account for their names.
- Danube**        Trace its course. Name the cities along its banks. Why is it important in the life of so many Europeans?
- Elbe**          Another famous river of Germany. What is its present importance? Where does it arise, where end?
- Lorelei**        What is it? Where? Tell the legend about it. What other legends of the Rhine River do you know?
- Mosel**         Trace its course and name the French and German cities along its course. Why does it have so many locks? Explain how a lock works.
- Oder**          Another river that figures currently in political discussions. Explain.
- Rhein**         Trace its course. Tell some legends of the Rhine. Visit a castle between Bingen and Koblenz. Would you call it a romantic river or commercial artery? How has it figured in history since Roman days?
- Ruhr**          Identify Ruhrgebiet, Krupp, Essen.
- Tempelhof**     Berlin's airport. Its role in the Big Lift of 1948?
- Tyrol**         What is it? Where? What is its current problem?
- Walhalla**     What is it? Where? What did it denote in ancient German legendry and how does Wagner conceive of it?
- Wartburg**     A castle in the East Zone, famous for Tannhäuser and a Minstrels' War. What famous German was prisoner there for a year in the 16th century? (Luther)

Great Men

Often the thoughts and works of great persons are the epitome of a whole people's thinking and doing. Hence, this study of great men can be a fruitful activity in the attainment of cultural knowledge and refinement. A list of them can be as long and strong as the teacher's time and interest:

Adenauer

Barbarossa

Bismarck

Boniface

Brandt, Willy

Charlemagne

Erhard

Goethe

Gutenberg

Luther

Mann, Thomas

Schiller

Important, too, are the names connected with German-American relations, such as

Germantown, Pa. The Pennsylvania Dutch and their "different" language

Schurz German-born senator from Missouri, Civil War general, Lincoln's ambassador to Spain

Steuben, von George Washington's troop training officer

Holidays

Holidays were mentioned as affording an opportunity to get to know another people. It is suggested that the nature and importance of each of the following special days in Germany be determined as well as when they come in the course of the year, and what the customs are in connection with them.

Reformationstag: October 31 (In 1519 Luther precipitated the Reformation by nailing 95 theses on the door of the church in Wittenburg, East Germany.)

Allerheiligen: All Saints' Day

Totensonntag: Memorial Day

St. Martins-tag

Buss- und Bet-tag

Advent

Nikolaus-tag

Weihnachten

Neujahr

Dreikönig

Fasching

Kar-freitag

Ostern

Der erste Mai

Mutter-tag

Himmel-fahrt

Pfingsten

Fronleichnam (Corpus Christi)

Vogelschiessen

Landes-schul-turn-fest

Fe-ri-en

METHOD

or: How Does the Teacher Prepare

Specifically for His Assignment in Intercultural Education?

Enculturation can take place in several ways:

1. A formal course in German Culture, for which a syllabus may be offered. (cf USDESEA Pamphlet 350-214.) It calls for a well-qualified specialist to teach it.

2. A school may sponsor a German Club as an activity and offer programs with games, novelties, and many other activities. This device is possible for most schools, but it should be seen as supplementary to the classroom.

3. In German language classes, enculturation will almost inevitably take place as an obligato to language learning, particularly in the more advanced courses. Many teachers provide for intercultural education by giving over one period a week to it or five to ten minutes daily at the end of each period. Usually, students and/or teachers report on the research done on a particular topic.

4. Every teacher, of any or all subjects, informs himself on host-nation culture and enriches his curriculum with it, to the end that cultural relativism takes place and the pupil's own culture is felt more keenly.

This is admittedly more easily said than done. The American teacher, who knows probably very little about the culture of the host nation to begin with, and less about how to weave it into his curriculum, may well feel overwhelmed at the task assigned. Preparation for it can begin at once and be a cumulative one. With an attitude of good will, earnest intent, and readiness to accept the suggestions offered, the teacher will grow along with the program as it unfolds in the months to come.

This pamphlet is a beginning. It sets the stage. The continuation will take shape as time and experience teach. The "textbook" will probably be furnished in sections, in the form, perhaps, of a series of Intercultural Education Letters.

Suggestions for Inservice Education

1. Become familiar with the contents of this pamphlet.
2. Refer to the Bibliography appended to this pamphlet and select a number of titles for instant or early reading, before proceeding with detailed plans for implementation of the program. Keep on reading all the time, ever eager to assimilate an anecdote or a novelty for future use in class. Become systematic about this and state a file of facts, impressions, and ideas.
3. Plan a field trip. A personal "dry-run" is recommended prior to programmed date.
4. Get to know (if possible) some people in the host community. Seek them out. Learn all that can be learned from them. If they are in the school business, they may make specific suggestions about intercultural relations.
5. Review the curriculum for the year, then see the list of cultural concepts given in this pamphlet. Check those that may be suitable for a particular subject or grade. Begin gathering appropriate materials.
6. Reflect on ways to correlate host-nation culture with your subject(s) and plan on integrating them into the instructional process.  
  
Note: "Correlation" as used here, means a mutual or reciprocal relation, the act of bringing under relations of union or interaction. "Integration" means the bringing together of parts into a whole.
7. List suggestions for German programs in class, for friendship week, PTA meetings, and special occasions.
8. Treat this pamphlet as a workbook. Add ideas as they occur or are furnished on additional sheets.

Some General Methods

How do pupils become international-minded? By being consciously taught and by being engaged in interesting projects. In between the teaching and doing are the constant cross-references to the local culture by all staff members, not just the social studies and foreign language teachers.

It is this constant cross-referencing and setting of examples that induces maturing - usually well below the threshold of awareness - and leads to appreciation, refinement, and artistic endeavor. "All the influence of literature and textbooks, travels and traditions will inevitably orient both teacher and student in this direction," Nelson Brooks avers, as long as "the focal point of the presentation of culture in all its meanings is the view of life as seen from within the new speech community."

## Specifically:

1. Be aware of the "culture shock" and ever mindful to overcome it, in self and in each student.

2. Begin with logical, easy-to-do, projects. For example:

a. Have pupils find penpals, have committees smooth the path into the international community, or have a whole class adopt a city in the United States for an exchange of information and impressions. Similarities as well as dissimilarities in life, history, artistic endeavor, and government should be noted. Heidelberg might be compared with a university town in the United States of comparable size, Bremerhaven with New York as a harbor, the Ruhr with an industrial complex in the States, the Rhine and its Lorelei with the Mississippi and its Mark Twain.

b. Create a German atmosphere in the classroom by decorating a corner or wall with German realia. Let pupils help renew this from time to time.

c. Stage an exhibit of German products. Have pupils assist and bring in items. This will arouse interest in the idea of intercultural relations.

d. Make a cultural calendar in German a "Kulturkalender." There are calendars which mark religious holidays, advertise certain products, and record patriotic, historical, and biographical references. Have the class make a calendar on which are recorded important dates in the host nation's history and on current events. This could be a project for the whole class - each month. First a monthly calendar

sheet is made, the bigger the better, and posted on the wall. All pupils suggest entries and the class decides whether they fit into the scheme of things. Small pictures may be added, such as photos of important people, a snapshot of the Berlin Wall, a newspaper clipping, etc. Thus, for September the following entries might be considered appropriate in a German "Kulturkalender":

- Sept 1 - Engelbert Humperdinck, composer of the opera HAENSEL UND GRETEL, was born near Bonn in 1854
- 3 - In 1814 on this day, universal military training was established in Prussia. (Why? What war was raging in Europe? What happened in the United States at the same time?)
- 8 - The physicist Helmholtz died in Berlin in 1894. (What were some of his achievements?)
- 11 - Karl Zeiss, optician and founder of the Zeiss Works (Leica!) was born in Weimar in 1816. (Where is Weimar? What else do you know about Weimar?)
- 17 - Baron Friedrich Wilhelm von Steuben, General in the American War of Independence, was born in Magdeburg in 1730.
- 20 - Jakob Grimm, collector of fairy tales, died in Berlin in 1863.
- 29 - Ruldolf Diesel, inventor of the Diesel motor, died in 1913.

e. Consider acquiring a "Geschichtsfries" (SN 132-0675), a 12 foot long pictorial history of Germany since Roman days, containing pictures of historical facts that require explanations. The "Fries" comes in two 2 x 3' sheets and should be mounted on a 1 x 12' board and put over the blackboard for steady and ready reference.

f. Have the class make a scrapbook, loose-leaf or otherwise, as an exhibit or aid in the future.

g. Collect information about the concepts listed in the preceding chapter and selected for use in a particular class. Record this information on 5 x 8 inch cards. For example:

ALTSTADT (Old City). It means the old part of a city, its medieval core, around which grew the larger city of our days. It is characterized by quaint and narrow streets, cobblestoned, with a parish church and a market place in the middle. Sometimes it has a moat or wall around it. Ex: Nurnberg, Heidelberg, Frankfurt, Rothenburg, Dinkelsbuhl. Define the limits of the Altstadt in these cities. In Nurnberg one can still see the wall and moat, in Frankfurt the latter have been leveled and turned into a wide boulevard or "Anlage" with grass plots and trees, in Heidelberg the old limits are marked by many tablets and commemorative stones. An Altstadt is usually very photogenic. Would you want to live in one?

ODER This is one of the five largest rivers of Germany (name the other four), flowing through Silesia, northward east of Berlin, and into the Baltic Sea. It now marks the boundary of the Polish-occupied parts of Eastern Germany. It will probably play a role in any future discussions of German territorial adjustments.

SCHUHPLATTLER Of all the folk dances one sees and hears about, this is probably the best known. It is regularly featured on programs of the Bavarian local color variety shows. It is marked by a furious pace and a great deal of slapping and jumping about and twirling of skirts. The music is quite distinctive. Both men and women, or boys and girls, take part in it.

A little research will quickly add to the "content" cited here. Students may well help in the accumulation. Students will also establish the level of difficulty or the depth to which a topic should and could be developed.

h. Plan a field trip. The school might set a goal of three school-sponsored penetrations of the international community for each child each year. The trips may be walking tours, by military bus, or by railroad or bicycle. They may be cultural or social, in behalf of art, music, or nature studies. See the special reference to field trips below:

HOST-NATION RELATIONS

1. Host-nation relations as a policy are sound pedagogically, politically, and socially.
2. Principals are enjoined to make their school the focal point in the community for host-nation relations.
3. The following activities have proved popular and successful, and are recommended to administrators, teachers, pupils, and the PTA:
  - a. Open House. The school opens its doors to all or a specially invited group for a social and perhaps a film on America or a guided tour of the school. Open House is an all-school affair and can accommodate large crowds.
  - b. PTA. Many a good meeting has been enjoyed by having a speaker from the host community, a group of students performing on the stage, an art exhibit or musical program, or parents of two nations exchanging experiences with children or helping to plan a social or a picnic.
  - c. School Visitations. These can be on the student, teacher, administrator or mixed level. Classes visit classes, teachers exchange experiences, or one whole school gets together with elements of another. Activities range from athletics and joint choral singing, to picnics and field trips. Good planning is necessary and exploitation for follow-up classwork is always possible.
  - d. Field Trips. These are naturals for the alert teacher in Europe and can become an integral part of the curriculum. Again, good planning is necessary! Museums, factories, farms, and historic landmarks are the usual and favorite goals of the trips.
  - e. Letter Exchanges are the favorite and perhaps only feasible Stateside project in international relations. Over here they are less common, because personal contact is so much easier. They afford excellent practice in writing the host language, however.

- f. Holiday Observances, especially Christmas and Easter, are favorite and fruitful occasions for "getting together." Invite children of the host-nation.
- g. Assembly Programs may take on many forms.
- h. Home. Americans and host nationals who invite each other to their homes indicate that they have made real progress in getting to know one another personally and as representatives of their countries. Such intimate gatherings can be either purely social or built around a voluntarily imposed one-language conversation for linguistic practice.

# CORRELATION

## SOCIAL STUDIES AND THE CULTURE OF THE HOST NATION

(see also the correlation with Home Economics and Health in the sections that follow)

1. Some guiding principles restated: a. Intercultural education shall be a major aspect of the total program offered by each school.
  - b. It can be carried out within the general structure of the existing curriculum.
  - c. Each subject field in the curriculum at each grade, level, each facet of the student-activity program, each teacher, counselor, and administrator, parent and liaison officer has a contribution to make.
2. Elements of culture cluster around certain situations: the manufacture and use of tools, social intercourse, the uses of time and space, the learning process, holidays and myths, worship and superstitions, and life processes: birth, marriage, and death. The Social Studies teacher instantly recognizes these, but how is he to incorporate them in his instruction? He must know something about them, of course, then teach them directly and indirectly. Indirectly, throughout the day, through frequent allusions and cross-referencing, for "by far the greater part of the teaching and learning of cultural traits, as well as their practice, takes place well below the threshold of awareness!" (Nelson Brooks)
3. Key questions about a culture are: What people talk about and value, whom they extol and what they consider taboo, what they tacitly assume and unquestioningly practice. The key questions are concerned with the nature and strength of a people's gods, the folk tales they pass on, and the customs they practice on holidays, feasts, in courtship and marriage and in connection with birth and death. The Social Studies teacher discusses all these without value judgments and teaches the skills the student needs to have in order to assess the facts and make his own judgments.

4. A word toward a clarification: Occasionally, "units" prepared and used by Social Studies teachers are submitted as units in Intercultural Education. The two are not quite the same, although they overlap considerably. For example: physical geographical features are not in themselves facts of cultural import; only as the life of the human beings affected by them is studied do they become such. There is also the stress on the prefix inter- to be remembered. It calls for comparisons and new distillations, which are the essence of our program.

5. In March 1965, a group of Social Studies teachers addressed itself to the task of correlating their subject with the culture of the host nation. It drew up the following list of concepts that could be developed:

a. Grade 1

People must adapt housing, clothing, and living to their natural environment. Parents work to provide clothing, food, shelter for their children and themselves. Workers have different jobs. Each is a specialist and depends on others to do all the necessary jobs. Like classmates, members of a family help one another. People generally strive through laws and organizations (government) to gain justice and security. Differences are noted in appearance, ideas, and ways of living (consider the education of a German child vs that of an American child), but noted are also similarities in feelings and needs. The need, for example, of respecting the rights and feelings of others becomes obvious. People of other lands do have certain rights. They also have responsibilities. It is important to remember this, when we conceive of America the great melting pot. Today the whole world seems to become one big melting pot, through improved means of transportation and communication. And as America has benefited from the immigration of many peoples, so the world might well benefit from ready access to the customs and achievements of its component national heritages. Art, religion, and education have a way of becoming richer when internationally considered.--You can teach a child anything, if presented in words and ways he can understand.

b. Grade 3

(1) German's history and culture are older than those of the United States. Compare the two since 1492 or 1776. Relate Frederick the Great to Washington and Bismarck to Lincoln.

(2) Many American citizens are of German origin. Name some individuals and groups and determine what they did in and for America. People who emigrate tend to practice the same skills in the new country.

(3) The culture of the United States has been enriched by the people who come from various parts of the world. Think of German music and musicians, of folk tales and literature, tastes and habits in food and its consumption, of Christmas and the customs of other holidays.

(4) The nations of the world are often divided by ideologies. But improved transportation and communication has also made them realize that the lot of each can be improved by working together. In the business of defense, for example, nations have come to realize that they are interdependent. American has joined hands with other nations in NATO. What is NATO? What is it supposed to do? Germany is a partner in NATO. NATO is the reason for our being in Germany and France and other countries. Germany is our partner and host. Mutual respect and courtesy are not only the marks of civilized behavior; they are important to our position in the world. As representatives of the United States, all of us must be courteous and show respect in our life in a community within a community. We should keep the housing area, the parks and forests attractive and respect traffic rules for our safety and that of others.

(5) Showing courtesy and respect is not only nice, it is also smart. The show of courtesy and respect brings people together in a friendly spirit. Doors are opened and we are able to see and learn more. We have already seen the benefits of working together in NATO; what other instances are there of beneficial working together? There are the American Field Service, the pooling of research in science (cf. International Geophysical Year, etc.), the exchange of students and professors under the Fulbright program, the meeting of minds in our Amerika-Hauses, the Voice of America, Boy Scouts, United Nations, the Red Cross, and our Embassies and Consulates. For the promotion of commerce, there is the US Trade Center in Frankfurt, to introduce American goods to Germany. Recently, the German Hertie stores featured the wholesale introduction of American consumer goods to the German public.

(6) Of course, the above hints are intended not only for Grade 3. Grade 3 is merely the suggested beginning grade for the treatment of the concepts listed. Many of them are profitably and in far greater depth treated in high school and college.

c. Grade 4. What concepts, understandings, suggestions are appropriate here?

(1) As the physical features of the earth are studied, it becomes apparent that the United States and Germany (or France, etc.) are on different continents. Pupils begin to measure distances in terms of miles. (German pupils measure in kilometers!) Flying time and sailing time are measured as well. What are the Lufthansa and North German Lloyd?

(2) As maps and the globe (the oldest preserved one is in Nurnberg, made before 1492!) are studied, father's automobile map is seen to be different from the world map on the wall, but each serves its own purpose and has its own key. What is an Autobahn? Why does and can Germany have them?

(3) As the physical features of the earth are studied, those of Germany (or any host country) take on a new interest. The widely travelled military child should have something to contribute here or have his interest aroused. Do Germans enjoy mountain climbing, hiking, (Youth Hostels?) and swimming (beaches, pools)?

(4) Then there are the natural resources. Is Germany rich in them? Which ones? Does it have a conservation program? Has the reforestation program been noticed? Are there national parks in Germany? (Yes, they are called Naturschutzgebiete.) Do Germans appreciate natural beauty in parks and flower display?

(5) Has the German adjusted well to his environment? What is his standard of living? Does it depend entirely on his own natural resources?

(6) What is the climate like in various parts of Germany? Has it affected the lives of people? How?

(7) Where is industry located in Germany? Why? Where are the natural resources? What are the natural and man-made transportation routes? (Think of the Ruhr, Rhine, Mittellandkanal, the railroads and Autobahns.) Compare Essen and Pittsburgh.

(8) In community life, notice the German policeman, fire engine, schools, and other services provided by the government.

(9) Who pays taxes? How are they levied and collected? How are they used to benefit all the people?

(10) Has note been taken of an election in the host country? When do people vote, how, for whom? How many of the people vote? Is it a duty or a privilege?

(11) Begin reading biographies of great people. See the list of concepts in the preceding chapter. Relate biographies to places. Have any been visited? Why do people like to see the houses, monuments, and even graves of great people?

(12) Have students make a scrapbook of things noted about the host country, its relation to the United States, festivals attended, the tourist attractions (why are they attractions and what is their significance?), and so on. (The "and so on" means that teachers and students are expected to enlarge at will on anything presented here. This pamphlet is not exhaustive in any way or chapter. It purports only to be suggestive.)

6. In USDESEA's Foreign Language Pamphlets are these additional suggestions for correlating Social Studies with Host Nation Culture:

a. Go on walking and arrange field trips to historic sites, geographical landmarks, and industrial plants. Post a map on which to trace tours and trips.

b. Attend export, industrial and agricultural shows and exhibits, fairs and festivals. List the exports and imports of the United States to and from the Host Nation. What kinds of goods are traded? Why?

c. Compare American and Host-Nation transportation systems.

d. Note such German occupations as chimney sweep, tourist guide, wood carver, etc.

e. Compare German and American holiday observances. Study holidays not observed in America.

f. Bring in daily clips from native or base newspapers pertaining to the host nation.

g. What are the big problems preoccupying the host nation? What are the proposals for solving them?

h. NATO, EEC, UNESCO. What are they? Why would some people want to discredit them?

i. Human Rights Day. Discuss the charter of the UN Human Rights. Cite appropriate readings and films. Invite guests to speak on Human Rights. Display posters.

j. Bill of Rights. Rewrite it for world citizenship.

k. Citizenship Day. List the contributions of foreign-born citizens. How can one become a World Citizen or Good American? Imagine what a national of a European country would do with the proposition of becoming a European? Would a United States of Europe be the same as a United States of America?

l. Write a history of the local host-nation community.

7. In the classroom, the method of handling a diversity of concepts is illustrated in the following:

a. A pupil living on the economy comes in with the news that a baby was born to a German mother in her neighborhood. Immediately the alert teacher picks up the comment and develops it into a topic

in Intercultural Education, thus: Where was the baby born, in the hospital or at home? How was it received, joyfully or matter-of-factly? Will it be baptized? Where? When? How? Are there godparents? How many? Who? What are their responsibilities? Does the baptism bring the family together for a feast? How many children are there in the family now? What are their ages? Will the baby have a baby carriage? When will it go to school? (If there is a local national resource person on hand, a lesson may be made of the following appropriate terminology: Geburt, geboren, Geburtsanzeige, Patenonkel/tante, Taufe, taufen, Krankenhaus, zu Hause, der Klapperstorch, Name.)

b. The custodian or a local-national teacher is ill. What is the matter with him? Does he have a cold or a headache? Does he have a doctor? Does the doctor come to the house? Do Germans have a dispensary? Do they have health insurance? Where do they get medicine? Is an apothecary shop the same as a drugstore? (Now the German lesson: kranksein, Krankheit, Kopfweg, Schnupfen, Arzt, Apotheke, Gesundheit, Krankenversicherung, Medizin.)

c. Someone has seen a wedding in town or in church. Where was the wedding held? At what time of day? How was the bride dressed? Were there many people in attendance? Why? Was there a horse-drawn carriage? Why this custom? (Are the following words familiar? Hochzeit, Braut, Brautigam, in der Kirche, auf dem Standesamt, weiss, Kutsche und Pferd.)

d. Much of our knowledge of prehistoric peoples comes from their burial customs. Hence, death and burial loom as important indices of a people's culture. It is assumed that someone reports having seen a funeral cortege. Describe it. Were there people in attendance? Where was the burial? How do people face or accept death? Stoically? Were there flowers in evidence? What kind of carriage was used for the coffin? Did church bells ring? (The German lesson: Tod, sterben, Beerdigung, Kirchof oder Friedhof, Blumen, Sarg, Kirchenglocken.)

e. A pupil stayed overnight in the von Stueben Hotel in Wiesbaden. What or who is von Steuben? There was a picture of him in the lobby. He looks like George Washington. When did he live? What did he do? Could he be called the German "Lafayette?" Account for the names of Steubenville, New York, or von Steuben High School in Chicago. Von Steuben's fame endures: the military know about Steuben Regulations. What other notable Americans came from Germany? Who, for example, was Carl Schurz? Trace his fascinating career. Why did he come to America? Would you say he was German's loss and America's gain? There is a Carl Schurz Society! What does it do?

HOME ECONOMICS and the Culture of the Host Nation

(see also the correlation of Social Studies and Health/PE with the Culture of the Host Nation)

1. The Home Economic teacher has much to contribute to the attainment of the goal of enculturation. It may sound prosaic to say so, but the contribution begins with the help rendered in facing the problem of ordering a meal in a foreign country.

2. The following situations representative of home economics involve elements of culture:

- a. The getting of food.
- b. The eating of food.
- c. The building of a house or making a home.
- d. The wearing of clothes.
- e. The display of ornaments.

3. Key questions to be answered by the home economics teacher include:

- a. What do people in the host nation do for a living?
- b. Who runs things in the home and in the community?
- c. How are goods bought and sold?
- d. How is a meal prepared and served? When? What mechanical devices are used?
- e. What dishes are typical? What is Rosenthal? Meissen?
- f. What would an international pot luck supper include?
- g. What role do water, beer, and wine play?
- h. What is a Gasthaus? Schnellimbisshalle? Konditorei?
- i. Are there equivalents to our snack bar and cafe?
- j. How are recipes written?
- k. How is a German cookbook arranged?

- l. Do children strike you as being alike the world over?
  - m. What role do cosmetics and jewelry play?
  - n. What differences in fashion are being noticed?
  - o. How are sizes in clothing and shoes measured?
  - p. How are foods and liquids measured?
  - q. What role do flowers play in a German home and community?
4. Here is a list of recommended projects:
- a. Try out a German recipe.
  - b. Set a table, German style.
  - c. Prepare a meal, a pot luck supper.
  - d. Bring in German dishes and measuring devices.
  - e. Eat in a German restaurant, cafe, hotel.
  - f. Visit a grocery store and buy some items.
  - g. Compare life in town with life in the country in regard to dwelling, clothes, manners, habits.
  - h. Make a field trip to a bakery, etc.
  - i. Invite a housewife to speak.
  - j. Accept an invitation to a German home; visit, bring flowers.

HEALTH/PHYSICAL EDUCATION  
and the Culture of the Host Nation

1. The H/PE teacher sees a cultural tie-up with the host nation chiefly in the realms of sports, health, and recreation. There are thoughts of having American pupils vie with German pupils on the playing field.

2. Key questions are:

- a. What games are played and what pastimes enjoyed?
- b. What is considered fair and what unfair?
- c. What is done for the maintenance of health?
- d. Is 'physical fitness' considered important in the host nation?
- e. What is done about the treatment of disease?
- f. What is the state of readiness for First Aid?
- g. What are the standards of cleanliness?
- h. What are the attitudes toward smoking and drinking?
- i. What is the difference between a drugstore and an apothecary shop? Do Germans have a drugstore? Where do they get their medicines?
- j. What is known about public hygiene, German doctors, and the "Krankenkasse"?
- k. What role do sports play in Germany? How are they organized? What is stressed, participation or competition?
- l. What forms of recreation are most popular?
- m. How important are camping and hiking in Germany?
- n. Who was Turnvater Jahn and what are a Turnverein and a Turnfest?

3. A list of suggested projects:
  - a. Watch a German soccer game.
  - b. Describe soccer and other German games.
  - c. Bring in a sports page of a German newspaper or magazine. Discuss the content.
  - d. Join a German group on a hike.
  - e. Arrange for a game of soccer and basketball with a German school. Help plan a joint field day.
  - f. Do research on the history of bowling (Kegeln).
  - g. Discuss the Olympic Games.
  - h. Name and identify some great host national athletes, past and present.
  - i. Pantomime native folk tales and stories.
  - j. Attempt some native folk dance.
  - k. Visit a German school and observe PE classes.
  - l. Analyze and display German athletic equipment.
  - m. Visit a German sports club and assess its place in German culture.

FOREIGN LANGUAGE AND CULTURE

1. It should go without saying that the teacher of a foreign language also teaches the culture which is expressed in that language.

2. Language and culture are not separable. Culture is the totality of the ways of life of a language community and language is the essential medium for its expression.

For example: An inevitable concomitant of teaching the forms of address is the teaching of the social customs and situations which determine the correctness of one form rather than another. The very rules for using the forms of address afford cultural insights as to the psychology of the foreign people, their attitudes of respect for elders and strangers, their sensitivity to nuances of speech reflecting family relationships, degrees of intimacy, and differences of age and social status.\*

3. Most textbooks and courses of study include and begin with the following linguistic topics, all of which are culture-laden:

- a. forms of address
- b. greetings, farewells, courteous phrases
- c. intonation and meaning
- d. use of expletives
- e. levels of speech
- f. cognates and loan-words
- g. proverbs and sayings
- h. rhymes, jingles and songs
- i. classroom expressions
- j. description of the schoolroom
- k. subjects of study
- l. important school events
- m. description of the home
- n. family relationships
- o. trades and professions
- p. family meals and eating out
- q. telephoning
- r. visiting and receiving

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\* "Foreign Language Revision Program" (Curriculum Bulletin No. 2, 1962-63 series) of the Board of Education of the City of New York.

- s. shopping
- t. health
- u. clothes
- v. transportation facilities
- w. trips and excursions
- x. movies, concerts, theater
- y. hobbies
- z. holidays and festivals

4. The teacher may plan his program of cultural study in a number of ways:

- a. As a corollary or an obbligate to the business of language learning. (Brooks)
- b. In the 5-10 minute presentation of a selected concept appropriate to the season or language lesson or current event either at the beginning or end of a class.
- c. Partly through the foreign language, since language is fraught with cultural meanings.
- d. Partly in English, if the material or concept is beyond the linguistic level attained. Pupils should be fascinated with host national folklore and cultural achievements, not turned away from them by difficulties with the language!
- e. Limited initially perhaps to the linguistic-cultural content of the textbook or teaching materials - to save time for language learning practice.
- f. Rounded out and enriched subsequently by activities, projects and reports based on pupils' interests, observations and experiences.
- g. Evoking the atmosphere of the foreign culture through classroom's decorations of pictures, charts, posters and displays, some of them made or contributed by pupils.

ENGLISH/LANGUAGE ARTSand Host-Nation Culture

1. The teacher of language is referred to the preceding section, in which the point was made that the language act is the first cultural act. What applies to foreign language also applies to English.

2. The teacher of literature aspires to extract the humanistic value from the content of his course. If the content includes selections from the literature of the host nation or is of the Great Books variety, general and specific cultural values are apt to be drawn to the foreground.

3. The language arts teacher will find a fruitful basis for enculturation in those words in the dictionary which are of German origin. Technological innovations bring with them a new and sometimes foreign terminology. World War II added many new military terms of German origin to our vocabulary. Foods such as Frankfurters and Sauerkraut have a reason for their direct transfer into English, and words like "Gemutlichkeit" have defied literal rendering in another language. Both students and teachers will discover many new insights in cultural institutions by tracing the history and etymology of cognates and loan-words from German.

4. Teachers of English and Language Arts may also want to examine the structure of the mother tongue and compare it, in consultation with German resource personnel, with German grammar. There is value in a mere comparison as well as in the scheduling of the same in course outlines. Correlation can lead to reinforcement in the teaching of concepts to be learned.

5. Suggested list of projects or assignments:

a. Pick out the foreign phrases used in English speech and literature as listed in the appendices of our dictionaries. New ones are being added all the time.

b. Make a list of cognates, containing words such as:

Oven	Ofen
water	Wasser
du	Thou

There are hundreds of them!

- c. Identify words such as the following and write a paragraph about each on the cultural connotation it has:
- Gemutlichkeit
  - Kindergarten
  - Kino
  - Prost, Prosit
  - Sauerkraut (Liberty Cabbage!)
  - Wiener Schnitzel
- d. Read and render the meaning of simple signs and sayings in German.
- e. Make oral and written reports of visits to various sites of interest and importance.
- f. Write themes on topics such as "Who is my neighbor?" "World Citizenship," "Vignettes of life in the international community," "Lessons learned on our last field trip," and "Life in our German community throughout history."
- g. Develop a friendship with a German, and initiate a correspondence with him (her).
- h. Read and discuss German literature in translation.
- i. Go to the library and pick out all books with information about Germans and Germany.
- j. Read the travel accounts of great Americans.
- k. Visit a German library.
- l. Visit a German bookstore and find out what Germans are reading.
- m. Relate morals of poems and stories to everyday life in the host nation.
- n. Attend a performance of a play in a German theater. Begin with Shakespeare or some other known play in translation.
- o. Produce a puppet play.
- p. Determine the popularity of Grimm's Fair Tales (1812) in Germany today, with reasons therefor.
- q. Help organize a German-American club for co-curricular activities.

ART  
and Host-Nation Culture

1. Art teachers above all come to their assignment in Europe full of anticipation of an enriching and enjoyable experience that will benefit them personally and professionally. They want to satisfy the travel dreams of a lifetime and share with their pupils the educational growth the foreign community affords.

2. Following are a number of suggestions made by art teachers that seem appropriate for emulation:

- a. have pupils draw pictures of places of interest in the local community.
- b. make travel posters of places visited.
- c. build models of castles, houses, cathedrals, and towns from wood, paper, clay, etc.
- d. make a flag of the host nation.
- e. study native handicrafts.
- f. make puppets dressed in native costumes.
- g. make murals and friezes depicting different occupations.
- h. illustrate stories from native literature.
- i. design greeting and holiday cards with native themes.
- j. display works of native painters.
- k. read and tell stories about native painters (Durer, Richter, Spitzweg, Nolde).
- l. exchange drawings<sup>9</sup> and paintings with a German school.
- m. create in children a feeling for various styles in painting and architecture (Romanesque, Gothic, Renaissance, Baroque, Rococo, Biedermeier).

INDUSTRIAL ARTS

and Host-Nation Culture

(see Pamphlet 350-354)

1. This subject is concerned with the processes of industry, with building and construction, work in wood and metal, shop drawing, drafting, and much of the avocational life. All of these find their counterpart with variations in the local international community. They are worth studying, for industrial arts are practical arts.

2. The following inquiries and projects are suggested:

- a. Visit German industrial establishments and observe processes and materials, make-up and usages.
- b. What is the "apprentice system?"
- c. What place does Industrial Arts have in German Schools?
- d. Compare a sawmill in the States with one in Germany.
- e. Observe differences in building design. Pupils living "on the economy" may have noted that there are no closets in German houses.
- f. What modes of transportation prevail? How are Autobahns constructed?
- g. Is it possible to determine the effect of America's presence in Europe on the German way of life?
- h. Have American labor laws had any effect on German labor laws and practices?
- i. Ask a German representative of labor and pertinent school curricula to speak to students and teachers on the above topics.
- j. Do "antiques" belong in the Art or Industrial Arts class?

Cf the LL - section on Art and Host Nation Culture.

MUSIC

and Host-Nation Culture

1. \*See the Concepts list in section G.
2. Collect, read, and sing nursery rhymes and children's songs in German.
3. Teach German folksongs, carols, art songs, and selected current hits.
4. To what extent has America partaken of the German musical heritage?
5. Is Germany being influenced by or adopting modern American musical forms?
6. Teach the German national anthem.
7. Participate in an international chorus.
8. Demonstrate native dances.
9. Promote a two-nation festival of song and dance.
10. Play selected recorded music.
11. Read the plots of outstanding and distinctly native operas, prepare children for attending performances, discuss and repeat music from operas attended. "Hansel und Gretel" is particularly appropriate; there are many others.
12. Study the lives of German composers and listen to some of their music.
13. What is the role of music and dancing in German public and family life?
14. Make a list of the community's annual musical offerings.
15. Visit the local radio or television station.

MATHEMATICS

and Host-Nation Culture

1. Attempt to learn to count in German.
2. Collect German coins and stamps, assess their value, and trace the history of the more unusual ones.
3. Simulate shopping in a German store.
4. Simulate buying a railroad ticket with German money. Read a railroad schedule and other transportation schedules.
5. Study the metric system.
6. Compare German and American weights and measures.
7. Weigh and measure pupils, using the German measuring systems.
8. Learn to convert Fahrenheit to Centigrade.
9. Ascertain in which time zone Germany is located. What time is it in New York at noon over here?
10. Examine a German calendar.
11. How is math taught in German schools? To what extent?
12. Name some great German mathematicians.
13. Make a field trip to a German IBM Center.

BUSINESS EDUCATION

and Host-Nation Culture

1. Visit a German school where business is taught. Study the curriculum.
2. Ask a teacher of a German school to talk about requirements for beginning workers in German business concerns. A good resource person might be the German secretary of the school, if she has had formal training in a German school.
3. Study German business machines and demonstrate their use.
4. Develop a course which includes business law, marketing, consumer economics and salesmanship and use the local economy for an area study.
5. Compare German and American marketing and operation of markets.
6. Visit and observe practices of business offices of various industries, bank and stores in Germany. Is the customer always right - as a matter of policy? What roles do traditional courtesy and salesmanship play?
7. Simulate a bank transaction.
8. Are prices high in Germany? Why or why not? What have technology, automation and volume of trade to do with them?
9. Are there Rotary Clubs in Germany? Ask permission to attend a luncheon. Do practices and philosophies differ from those in the United States?

NATURE STUDIES, SCIENCE  
and Host-Nation Culture

1. Take a walk to the nearest park and observe birds, flowers, trees. Attend a flower show.
2. Visit a German farm: What crops are grown? How fertile is the soil? What fertilizers are used? How much labor is done by hand, how much by machines? For what purpose are animals kept?
3. Study the conservation of natural resources in Germany.
4. Visit a zoo.
5. Are pets common in German households? What kind? How are they treated?
6. Have windmills been observed in Germany? Where? Why?
7. What are the effects of temperature and the seasons on clothes and habits in Germany? Compile statistics on rainfall and compare with those prevailing in the United States. What is the "Föhn?" Is the water generally potable?
8. What is a Schreber-Garten? Discuss the predilection of Germans for gardening, vegetable raising, and flower cultivating.
9. What care is expended on lawns, parks, flower decorating outdoors and in the home?
10. Compare Fahrenheit and Centigrade.
11. Visit the science and technological museums in the vicinity.
12. Ask science teachers of German schools to speak on their specialities.
13. Examine a list of Nobel Prize Winners in science. Does any country have a monopoly on them?
14. How many nations contributed to the manufacture of an atom bomb and the launching of a spacecraft?
15. Make a glossary of scientific terms in German and in English.
16. Make a list of noted German scientists and tell about their lives and contributions.

17. What standards are being observed in food inspection in Germany?
18. What vegetables and plants are sold on the local market?
19. What fish are caught in streams, ponds, and rivers?
20. Ask a Rod and Gun Club member to speak on fishing and hunting in Germany.
21. Can Germans be said to be nature lovers?
22. Do Germans diet? What foods do their diets contain?
23. What intoxicating liquors are manufactured and consumed in Germany? How are they made?
24. How much science (botany, chemistry, zoology, etc.) is included in the German elementary and high school curriculum?
25. Do research on the geology of Germany.

BIBLIOGRAPHY, TEACHING AIDS

## 1. Catalog Items

<u>Stock Number</u>	<u>Title</u>
106-0424	Living together in the Old World
-0428	Teacher's Edition
106-0430	Living in the Old World, Book VI
-0431	Teacher's Edition
107-0075	A World View
-0076	Teacher's Edition
107-0475	Our Beginning in the Old World
-0476	Teacher's Manual
108-1080	The Way of Democracy
109-4551	Fairy Stories
130-5110	World Geography
130-5320	Story of Nations
-5326	Teacher's Edition
130-5506	Introduction to World Politics
130-5515	National Governments and International Relations
130-7055	Handbook for Comparative Grammar
130-7059	Language Terms
130-7130*	Amerika and Deutschland
130-7141*	The German Heritage
130-7143	Reporter in Deutschland
130-7146	Die Landschaften Mitteleuropas
130-7170*	Sutter
130-7173*	Steuben
130-7176*	Schurz
130-7179*	Einstein
130-7180*	Beethoven
130-7188*	Deutschland: Land und Sprache
130-7191*	Deutschland: Vergangenheit und Gegenwart
130-7194*	Deutschland: Leben
130-7206	Brief German Reference Grammar
130-7610	Foundation Course in German
132-0250	German Wall Charts and Pictures
132-0290	German Wall Charts and Pictures
132-0410*	Der Deutschen Kinder Wundersame Deutschlandreise
132-0675	Geschichtsfries/Chart
132-0925	Knaurs Spielbuch
132-0935*	Kulturlesebuch für Anfänger
132-1235	Westermanns Weihnachtsbuch

\*Available in high school libraries

<u>Stock Number</u>	<u>Title</u>
135-0355	German-English Dictionary
135-0460	Biographical Dictionary
135-0550	Encyclopedia Americana
135-0605	Encyclopedia Britannica
135-0610	Encyclopedia Colliers
135-0700	Encyclopedia Compton, Pictorial
135-0750	Encyclopedia World Book
135-0860	Lands and People
136-0005	Map of Central Europe in Relief
136-0401	Map set: History
136-0501	Map set: History
136-0945	Map of Germany in Outline
136-0955	Map of Germany, Physical
136-0965	Map of Germany, Political
140-9210	Bach, His Story and His Music; record
140-9212	Beethoven, His Story and His Music; record
140-9218	Mozart, His Story and His Music; record
140-9222	Schubert, His Story and His Music; record
140-9226	Johann Strauss, His Story and His Music; record
140-9295	Great Composers; 12 records
140-9533	Grimms Fairy Tales - Schildkraut; record
140-9720	20 Kinderlieder mit den Wiener Sängerknaben; record
140-9730	Singen wir auf Deutsch, Krone; 2 records

## 2. Film, Filmstrip, and Tape Catalog Items

The following list is taken from Pamphlet 350-715. Films are described and directions for use given.

Teachers should be on the lookout for items constantly being added to the catalog and check out items available in the local German Stadt or Landesbildstelle.

### --FILMS--

#### Title (and content)

Introducing Germany  
 Children of Germany  
 Albrecht Dürer  
 Der Altenberger dom (Gothic Architecture)  
 Der Eisenwald (mining in the Siegerland)  
 Zimmerleute des Waldes  
 Gotik in Tirol

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Charlemagne and His Empire  
Kaiserdome am Rhein (Speyer and Worms)  
Land der Stille - Ostpreussen  
Schiffahrt auf dem Mittelrhein  
Berlin, Schicksal einer Stadt  
Hamburg, Luftkreuz des Nordens  
Schwarzwaldwinter  
Stefan Lochner, life and work, Gothic artist  
Winzer an der Mosel  
Legend of the Pied Piper  
The Medieval Knights  
Mozart and His Music  
Napoleonic Era (Its effect on Europe)  
Political Parties  
The Reformation  
The Renaissance  
Western Germany: Land and People  
Bauernvölker in den Bergen  
Why Study Foreign Languages?

### --FILMSTRIPS--

Silent Night (origin of the carol)  
Hansel und Gretel

### --TAPES--

The Elves and the Shoemaker (Language Arts series)  
Salzburg Festival  
Trial of John Peter Zenger ("You Are There" series)  
Johann Gutenberg ("Know Your Neighbors" series)  
Wilhelm Roentgen  
This is Berlin, a series of eight documentaries

### 3. Suggestions to the Teacher for Building a Personal Reference Library

Valuable for "the current scene" are the annual publications of Inter Naciones, such as

Facts about Germany  
Germany at a Glance  
Germany in a Nutshell, etc.

and the Atlantic Bridge's annual

Meet Germany

Current events are well treated in

The Bulletin, an 8-page weekly by the Federal Government, and  
The Bridge, a 6-8 page monthly by the Atlantic Bridge.

NOTE: Schools are requested to desist from soliciting materials from Inter Naciones and the Atlantik-Brücke. Arrangements have been made with both to ship available materials in quantity to the Directorate in Karlsruhe and have them distributed from there. Automatic shipments will be announced in the USDESEA Bulletin.

Interesting periodicals in our libraries are

You and Europe, a monthly, available through "Stars & Stripes" and,

Deutschland Revue, a quarterly distributed by tourist bureaus.

A very readable short account of German History 1933-45 is the assessment by the German historians Mau and Krausnick (Oswold Wolff: London, 1959, 157 pp).

On the Stars and Stripes stand are many useful items.  
For example:

Cities of Germany, 1965, profusely illustrated.

These Strange German Ways, Atlantik-Brücke, 1963, \$1.00.

A good picture book of Germany should be on every teacher's shelf. Useful are also the

Blaue Bücher series of the Langwiesche Verlag and the

Merian series of city and regional monographs.

Pocketbook catalogs should be scanned for pertinent items of interest in English. For example: Anchor Books has a volume of Nineteenth Century German Tales and the Modern Library has a volume of Great German Short Novels and Stories.

For a good book on German art, an item like Wilhelm Müseler's Deutsche Kunst im Wandel der Zeiten is recommended, because it creates a feeling for the four main styles (Romanesque, Gothic, Renaissance, Baroque) by placing illustrations of them in architecture, sculpture, and painting side by side. Make a visit to your local German bookstores and browse.

#### 4. School Library Items

1. The library is a medium par excellence for penetrating the host nation community and understanding its culture. Work in it precedes and follows the personal contact and field trip.

2. The librarian is a key person in achieving the goals set for intercultural education. Teachers look to him for assistance in many ways.

3. The library can help teachers and students in the following ways:

- a. Make readily available books and materials.
- b. Call attention to available materials through eye-catching displays
- c. Set up listening booths for language learning.
- d. Dramatize the idea of intercultural education through special displays and observations.
- e. Accommodate handicraft displays.
- f. Be a clearing house of information concerning German libraries.
- g. Arrange a field trip to a German library and bookstore.

h. Prepare appropriate bibliographies. The following items are available in most libraries:

<u>Number</u>	<u>Author</u>	<u>Title</u>
109	Durant	STORY OF PHILOSOPHY - Use Index for the following: Kent Nietzsche Novalis Schlegel Schopenhauer
338.47	Muhlen	THE INCREDIBLE KRUPPS - The rise, fall, and comeback of Germany's industrial family
320.9	Adams	FOREIGN GOVERNMENTS AND THEIR BACKGROUNDS - pp. 871-941, includes The West German Constitution
320.94	Carter	MAJOR FOREIGN POWERS: the governments of Great Britain, France, Soviet Union and Germany, (1957)
320.94	Ogg	MODERN FOREIGN GOVERNMENTS, Germany pp. 607-761
320.94		SOURCE-BOOK OF EUROPEAN GOVERNMENT, Germany, pp. 327-437
325.73	Adamic	NATIONS OF NATIONS, Germans in the U.S., pp. 167-95
326.43	Craig	FROM BISMARCK TO ADENAUER: aspects of German statescraft
342	Magruder	NATIONAL GOVERNMENTS - GERMANY, pp. 274-314
394	Meyer	FESTIVALS OF EUROPE - Germany, pp. 76-96, carnivals, customs, music, drama, fairs, sports, and a chronological list of events in Germany for each month
394.2	Spicer	FESTIVALS OF WESTERN EUROPE - Germany, p. 54-86, includes excellent material on many German festivals - begins with January 1 through December 31
398	Prokofier	PETER UND DER WOLF
500	Harrison	HOW THINGS WORK, pp. 110-112, contains article on Wilhelm Roentgen, German scientist, discoverer of X-Ray
589.9	Sutherland	MAGIC BULLETS, pp. 106-110, information on Paul Ehrlich, creator of "606" or Salvarsan drug
608	Burlingame	INVENTORS BEHIND THE INVENTOR - has a short account of Hugo Munsterberg, German professor of psychology

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<u>Number</u>	<u>Author</u>	<u>Title</u>
611.8	Riedman	WORLD THROUGH YOUR SENSES, pp. 40-42, information on Johannes Muller, German physiologist, discoverer of impulses in human nerves, especially the eyes
627.13	Buhr	THROUGH THE LOCKS
629.14	Williams	THE ROCKET PIONEERS - contains account of Herman Obarth, space ship designer
629.2	Purdy	THE KINGS OF THE ROAD - gives an account of Gottlieb Daimler, founder of the Mercedes-Benz
636.7	Koffler	HUNDE
700	Borreson	LET'S GO TO AN ART MUSEUM
709	Burchartz	SCHWARZE, ROTE UND MENSCHEN WIE WIR (in German)
709	Haftman	GERMAN ART OF THE TWENTIETH CENTURY
709	Scheidegger	MALENDE DICHTER DICHTENDE MALER (in German)
709.45	Junge	KUNSTLER 59/60
740	Tappan	WHEN KNIGHTS WERE BOLD
743	Gollwitzer	ZEICHENSCHULE FUR BEGABTE LEUTE
745	Meyer	DEUTSCHE VOLKS KUNST
780.9	Baldwin	MUSIC FOR YOUNG LISTENERS
789.9	Broder	THE COLLECTOR'S BACH
809	Macy	THE STORY OF THE WORLD'S LITERATURE German literature, pp. 243-48 pp. 439-59
812	Wheeler	CURTAIN CALLS FOR JOSEPH HAYDEN AND SEBASTIAN BACH - musical plays for children
812	Mark Twain	TRAMPS ABROAD
812.08	Gassner	BEST FILM PLAYS OF 1943-44 - includes the play WATCH ON THE RHINE, pp. 300-356
830.8	Mann	THE PERMANENT GOETHE - poems edited and selected by Thomas Mann (in English)
831.08	Closs, ed.	THE HARRAP ANTHOLOGY OF GERMAN POETRY (in German)
831.08	Fiedler	THE OXFORD BOOK OF GERMAN VERSE (in German - from 12th to 20th century)
832	Goethe	FAUST, Parts one and two (translated into English by Priest)
833	Hawken	ANN FLIEGT IN DIE WELT (in German)
833	Hoffmann	NUSSKNACKER UND MANSEKÖNIG
833	Kastner	PUNKTCHEN UND ANTON (in German)
833	Kessler	LAMPENFIEGER (in German)
833	Kretzer-Hartl	GABI IM BERUF (in German)
833	Kretzer-Hartl	GABISLENRZEIT (in German)
833	Neimayer	GEFAHRLICHE RHEINFABRT (in German)
833	Norden	DER ROTE MÖBELWAGEN (in German)
833	Waidson	GERMAN SHORT STORES (in German)

<u>Number</u>	<u>Author</u>	<u>Title</u>
834	Mann	LAST ESSAYS
901	Eberle	BIG FAMILY OF PEOPLE - Germans, pp. 173-84
909	Savage	PEOPLE AND POWER: THE STORY OF NATIONS Germany, pp. 89-169
914.3	Clark	ALL THE BEST IN GERMANY AND AUSTRIA
914.3	Fodor	GERMANY, 1960 - guide
914.3	Fraprie	SPELL OF THE RHINE - description and travel
914.3	Labsenz	THE FIRST BOOK OF WEST GERMANY
914.3	Larsen	THE YOUNG TRAVELER IN GERMANY
914.3	McCracken	THE SPELL OF TIROL - description and travel
914.3	Muller	THE RHINE: PORTRAIT OF A RIVER FROM THE ALPS TO THE SEA
914.3	Ogrizek	GERMANY - description and travel
914.3	Seger	GERMANY - description and travel
914.3	Winch	INTRODUCING GERMANY - description and travel
914.3	Wohlrabe	LAND AND PEOPLE OF GERMANY NATIONAL GEOGRAPHIC MAGAZINE (June 1959 etc)
914.34	Sedy	THE RHINE - the river and the valley
914.7	Fischer	HUSSIA REVISITED - Democratic Republic, pp. 62-156
917.3	Pochman	GERMAN CULTURE IN AMERICA, 1600-1900 discusses various influences
920	Bakeless	STORY LIVES OF GREAT COMPOSERS
920	Carr	MEN OF POWER: A book of Dictators - Fredrick William, pp. 73-94 Bismarck, pp. 149-78 Hitler, pp. 201-16
920	Chandler	STORY LIVES OF MASTER ARTISTS
920	Cottler	HEROES OF CIVILIZATION
920	DeKruif	MICROBE HUNTERS - stories of famous scientists, includes: Robert Koch - biologist and bacter- iologist, p. 105 Emil Schring - famous scientist, p. 193 Paul Ehrlich, chemist and biologist, p. 334
920	Herman	HEARTS COURAGEOUS
<u>BIOGRAPHY</u>		
921	Barnes	INTRODUCING MOZART
921	Bainton	HERE I STAND: LIFE OF MARTIN LUTHER
921	Brandt	MY ROAD TO BERLIN
921	Braymer	WALLS OF WINDY TROY (Schliemann)
921	Brion	ALBRECHT DÜRER
921	Brion	SCHUMANN AND THE ROMANTIC AGE
921	Burch	RICHARD WAGNER
921	Deucher	THE YOUNG BRAHMS

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<u>Number</u>	<u>Author</u>	<u>Title</u>
921	Dodd	AMBASSADOR DODD'S DIARY, 1933-1938 foreign relations
921	Einstein	EMPEROR FREDERIC II
921	Fosdick	MARTIN LUTHER
921	Freeman	STORY OF ALBERT EINSTEIN
921	Gollomb	ALBERT SCHWEITZER: GENIUS IN THE JUNGLE (born in Alsace, considered a German)
921	Goss	BEETHOVEN, MASTER MUSICIAN
921	Goss	BRAHMS, THE MASTER
921	Goss	DEEP-FLOWING BROOK: THE STORY OF JOHANN SEBASTIAN BACH
921	Trevor-Roper	THE LAST DAYS OF HITLER
921	Hitler	MEIN KAMPF
921	Kaufman	THE STORY OF BEETHOVEN
921	Lavine	STEINMETZ: MAKER OF LIGHTNING
921	Levinger	ALBERT EINSTEIN
921	Lewishon	GOETHE: THE STORY OF A MAN
921	Manion	STORY OF ALBERT SCHWEITZER
921	Mann	A SKETCH OF MY LIFE
921	Manton	A PORTRAIT OF BACH
921	McNeer	MARTIN LUTHER
921	Mirsky	BEETHOVEN
921	Payne	THE THREE WORLDS OF ALBERT SCHWEITZER
921	Reiners	FREDERICK THE GREAT: A BIOGRAPHY
921	Ripley	DÜRER
921	Simon	ALL MEN ARE BROTHERS (Albert Schweitzer)
921	Snyder	HITLER AND NAZISM
921	Spaeth	DEDICATION: THE LOVE STORY OF CLARA AND ROBERT SCHUMANN
921	Weymar	ADENAUER, HIS AUTHORIZED BIOGRAPHY
921	Wheeler	ROBERT SCHUMAN AND MASCOT ZIFF
921	Wheeler	SEBASTIAN BACH: THE BOY FROM THURINGIA
921	Wheeler	LUDWIG VAN BEETHOVEN
921	Young	ROMMEL, THE DESERT FOX
940	Durant	THE REFORMATION - Germany and Luther, pp. 293-379
940.1	Boardman	CASTLES
940.1	Buhr	KNIGHTS AND CASTLES
940.1	Coggins	ILLUSTRATED BOOK OF KNIGHTS
940.1	Lewellen	TRUE BOOK OF KNIGHTS
940.1	Sobol	THE FIRST BOOK OF MEDIEVAL MAN
940.1	Hartman	MEDIEVAL DAYS AND WAYS
940.3	Snyder	HISTORIC DOCUMENTS OF WW I - use table of contents for Germany
940.53	Harris	TYRANNY OF TRIAL - the evidence set forth at the Nurnberg trials

<u>Number</u>	<u>Author</u>	<u>Title</u>
940.53	Hulme	THE WILD PLACE - author's experiences at Wildflecken (the Wild Place) a DP camp, where she worked to rescue, rehabilitate and settle the more than two million homeless who were found in Germany at the end of WW II
940.53	Snyder	THE WAR: A CONCISE HISTORY: 1939 - 1945 - index gives many references to Germany
940.531	Welles	AN INTELLIGENT AMERICAN'S GUIDE TO PEACE Germany, pp. 49-61 (published 1945, but useful)
940.534	Angell	LET THE PEOPLE KNOW - discusses cause of war
940.534	Shirer	END OF A BERLIN DIARY - a sequel to BERLIN DIARY - by a famous journalist - has tried to bring together a record of happenings in 1945
940.54	Brennecke	THE HUNTERS AND THE UNITED - naval and submarine operations WW II
940.54	Wighton	HITLER'S SPIES AND SABOTEURS - based on the German secret service war diary of General Lahousen
943	Atlantik- Brucke	MEET GERMANY (1956 edition) - history and economic conditions
943	Bennett	BERLIN BASTION: THE EPIC OF POST-WAR BERLIN - the air-lift
943	Berner	GERMANY - facts, figures and something of cultural aspect - very simply written but gives good information
943	Blond	DEATH OF HITLER'S GERMANY - WW 1939-1945
943	Connell	A WATCHER ON THE RHINE: an appraisal of Germany today (1956) The Federal Republic, beginning 1949
943	Dehio	GERMANY AND WORLD POLITICS IN THE 20th CENTURY
943	Flenley	MODERN GERMAN HISTORY - including WW II and post-war years
943	Holborn	HISTORY OF MODERN GERMANY: THE REFORMATION
943	Howley	BERLIN COMMAND - Berlin victory
943	Kohn	THE MIND OF GERMANY - education of a nation - tries to answer why a nation so outstanding in science, literature, music, etc, would deliberately destroy itself
943	McClellan, ed	THE TWO GERMANIES - politics and government
943	Mann	ESCAPE TO LIFE - German exiles

Intercultural Education

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<u>Number</u>	<u>Author</u>	<u>Title</u>
943	Maxim	ASSIGNMENT IN BAVARIA
943	Middleton	THE STRUGGLE FOR GERMANY - written in 1949 by a journalist whose purpose was to show that Germany was an important U.S. foreign policy problem
943	Passant	A SHORT HISTORY OF GERMANY 1815-1945
943	Pinson	MODERN GERMANY: ITS HISTORY AND CIVILIZATION
943	Plischke	CONTEMPORARY GOVERNMENT IN GERMANY
943	Ropke	THE SOLUTION OF THE GERMAN PROBLEM - published in 1946
943	Schuman	GERMANY SINCE 1918
943	Schuster	GERMANY: A SHORT HISTORY
943	Shirer	RISE AND FALL OF ADOLPH HITLER
943	Tor	GETTING TO KNOW GERMANY - very easy, but presents many facts
943	Valentin	THE GERMAN PEOPLE - history from the Roman empire to Third Reich
943	Zink	THE UNITED STATES IN GERMANY: 1944-1955
943.086	Royce	GERMANS AGAINST HITLER July 20, 1944
943.087	Dehio	GERMANY AND WORLD POLITICS IN THE 20th CENTURY
943.087		GERMANY REPORTS - economic conditions and politics, published by Federal Government of Germany
943.6	Gyorgy	GOVERNMENTS OF DANUBIAN EUROPE - covers time from 1945-1948
974.8	Hark	STORY OF THE PENNSYLVANIA DUTCH - contributions of Pennsylvania Germans to American life
974.8	Pochmann	GERMAN CULTURE IN AMERICA

SHORT STORY COLLECTION

Boyle THE SMOKING MOUNTAIN - stories of post-war Germany  
 Ambler SCHIRMER INHERITANCE - story set in Nazi Germany at beginning of war

FICTION

Allen BLACK FOREST SUMMER  
 Baldner JOBA AND THE WILD BOAR  
 Benary-Isbert THE ARK - story of post-war Germany and the Lechow family who resettled finally in the Western Zone, and rebuilt their lives  
 Benary-Isbert CASTLE ON THE BORDER

Benary-Isbert	ROWAN FARM - follows the story started in THE ARK
Benary-Isbert	THE LONG WAY HOME - Germans in the U.S.
Boll	TOMORROW AND YESTERDAY - effect of war's aftermath on the German people
Hilles	RAINBOW ON THE RHINE
Jagendorf	TYLL EULEN SPIEGEL'S MERRY PRANKS
Johnson	PERILOUS JOURNEY (Nurnberg), PETER & GRETCHEN OF OLD NURNBERG
Kästner	EMIL UND DIE DETEKTIVE (in German)
Kästner	EMIL AND THE MYSTERY DETECTIVES - same as above book but written in English - story of a boy in Berlin
Kirst	FORWARD, GUNNER ASCH: - fiction story of Germany in WW II
Mann	BUDDENBROOKS - wealthy family in North Germany - story of four generations - book known as a modern classic
Mann	JOSEPH THE PROVIDER - the last of Thomas Mann's books about the Biblical character, Joseph
Mann	THE MAGIC MOUNTAIN - another book by Thomas Mann which is considered a 20th century classic
Munchhausen	DES FREIHERRN VON MUNCHHAUSEN WUNDERBARE REISEN
Pyle	OTTO OF THE SILVER HAND - Middle Ages in Germany
Remarque	ALL QUIET ON THE WESTERN FRONT - WW I
Richter	A FREE MAN - Germans in Pennsylvania
Savery	ENEMY BROTHERS - English boy, stolen when young, is brought up as the son of Nazi parents and finds himself in England, much against his will. Tells how an older brother finds him and wins him back to his English heritage
Schieker	THE HOUSE AT THE CITY WALL
Singmaster	I HEARD OF A RIVER - story of Germans in Pennsylvania
Thorke	TALES IN THE NORTHWIND
Wade	OUR LITTLE GERMAN (AUSTRIAN, SWISS) COUSIN
Williams	THE SWORD AND THE SCYPHE - German history, 1517-1740

REFERENCE BOOKS

033	WEGE IN DIE WELT - a type of encyclopedia - in German language
708	Haftmann - GERMAN ART IN THE 20th CENTURY
726	GERMAN CATHEDRAIS - many photographs and information on cathedrals of Germany
914.3	GERMANY - Atlantis Edition, 1956 edition
914.3	Hagen - THIS IS GERMANY - beautiful pictures
914.3	Karfeld - DEUTSCHLAND - description and travel with outstanding pictures of Germany

**EVALUATION OF THE INTERCULTURAL EDUCATION PROGRAM**

Principals and teachers may assess the scope and effectiveness of a school's intercultural education effort by using a checklist.

Use a checkmark (✓) to indicate whether each item is a strong aspect or an area in need of improvement. Attach additional sheets if needed to explain Items 5 & 7.

1. Goals in regard to community contacts, field trips, and other aspects of intercultural education have been established. . . . .
2. General and specific objectives are being attained. . . . .
3. The philosophy of intercultural education is reflected in classroom instruction . . . . .
4. Lesson plans and pupil assignments provide evidence to show that intercultural education is well planned and integrated in instructional programs . . . . .  
 . What percentage of the teaching staff use such plans and assignments? \_\_\_\_\_
5. An intercultural education (or host nation relations) committee has been organized and functioning . . . . .  
 . How many members does it have? \_\_\_\_\_  
 . What services does it render? \_\_\_\_\_
6. A local national teacher is used as a resource person by American teachers . . . . .
7. Intercultural education is promoted in faculty meetings and by community contacts. . . . .  
 . Give examples:

Strong Aspects	Areas Needing Improvement



- 8. An exchange of visits has been arranged with one or more host nation schools. . . . .
- 9. A field trip schedule has been established. . . . .
  - . What percentage of the teaching staff is involved? \_\_\_\_\_
  - . How many children participate? \_\_\_\_\_
  - . How many times per year does each pupil go on a field trip? \_\_\_\_\_
- 10. Pupils participate in sports festivals. . . . .
  - . How many from your school have participated during the current school year? \_\_\_\_\_
- 11. Principal\* and teachers have worked with organizations interested in orienting military and civilian personnel and parents to the host nation culture. .
- 12. Materials for background reading in host nation culture are available to all teachers. . . . .
- 13. List and describe intercultural education projects engaged in by the school during the current year.
