

# TOWARD WORLD HORIZONS

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Read about these practical steps to take in your  
Camp Fire groups to help your girls to broaden  
their horizons and think as world citizens

IF YOU HAVE TAKEN a boat trip or seen a friend off on an ocean liner, you know what a narrow and distorted view of the world you get through the porthole of a ship. If, on the other hand, you have ever stood or sat alongside the pilot in an airplane, you are aware of the broad view one can get from such a vantage point.

Unfortunately most of us are getting a porthole rather than a cockpit view of the world today. It is narrow and distorted. It is limited and one-sided.

As leaders of the young people who must grow up in the turbulent, revolutionary world of the second half of the twentieth century with its atom and hydrogen bombs, its United Nations, its nationalistic movements, its struggles for ideological leadership, and its potentialities for peace with larger freedom and justice—we need first of all to broaden our own horizons, and then to help those with whom we work and play, to broaden their horizons. We need to probe our own prejudices, examine our own sources of information, capitalize upon our own opportunities for contacts with the people of the rest of the world. We dare not wait until we are ourselves world citizens to start developing world citizenship in others, but at the same time we dare not attempt to root out prejudice in young people and make them world-minded until we have at least audited our own accounts on these scores. World-mindedness, like a great many other things, is contagious. We need to contract it ourselves before we can expect to pass it on to others.

## Start With You!

Assuming for the moment that we have admitted to our own shortcomings and recognized our own strengths in this regard, how may we proceed in helping to widen our own horizons and the horizons of those with whom we spend much or some of our time?

The various publications of the Camp Fire Girls organization and of other groups, plus the ingenuity of leaders, can be of great assistance in the implementation of these ideas. Here, then, are some ways of helping ourselves and others to broaden horizons.

1. *Through personal contacts.* In every community there are persons who

come from abroad or who have lived abroad. Often they are young people in Camp Fire groups, or students from abroad in nearby colleges, exchange teachers, parents of girls in a group or parents of their friends, or friends or acquaintances of leaders. These are a rich resource in broadening horizons. If they can participate in hikes or Camp Fire programs, boat trips, hay rides or social occasions, it will be easier for all concerned than if they are asked only to come and give a talk. If possible, they should be but if that is not possible, they can be older people. They must be carefully chosen and the group must be prepared for their coming.

2. *Through audio-visual experiences.* Vicarious experiences through films, radio programs, filmstrips and recordings can also be of great help. Theater parties can be arranged when a good film like "The Mudlark," "Dragon Seed" or some other superior film is in town. Films and filmstrips about the United Nations and its agencies can be borrowed from local or nearby film libraries. The excellent travel films produced by Julien Bryan or the remarkable series of United World Films by de Rochemont may be rented for use by a Camp Fire group. In selecting such films, leaders may want to refer to the lists issued by the American Association for the United Nations, 45 East 65 Street, New York 21.

3. *Through reading and story-telling.* Sir Richard Livingstone of England has characterized literature as "a railroad ticket, costing very little, that takes men to every country in the world, a pass that admits to the greatest of wax-work exhibitions." Individually or as a group, Camp Fire Girls should be encouraged to read about other lands and peoples, about topics in the news, about people of other nations, about world problems. In some cases girls should be encouraged to specialize in their reading, concentrating upon a country or such topics as music and international understanding, food around the world, the United Nations or one of its specialized agencies or the literature of an important area of the world.

Fortunately there is a growing amount of realistic literature about other lands and peoples, including such series as *Land and People Series* of Holiday

House, the *Portraits of the Nations Series* of Lippincott, the *Made In . . . Series* of Knopf (stressing arts and crafts), and the *World Neighbor Series* of Row, Peterson and Company. Biographies for junior high school girls and older are appearing in more abundant numbers these days: a fine series including Einstein, Weizman and a score of others from the Julian Messner Company; and individual biographies of famous world citizens such as Jeannette Eaton's *Gandhi: Fighter Without a Sword*, Catherine Peare's *Mahatma Gandhi*, Sally Knapp's *Eleanor Roosevelt*, and Eve Curie's famous biography of *Madame Curie*.

## Use Important Events

4. *Through dramatizations and celebrations.* I Am An American Day, Pan-American Day, United Nations Day, and other special occasions may be used wisely for helping to broaden the horizons of girls and leaders. The Pan-American Union (Washington 6, D. C.), the American Association for the United Nations (45 East 65 St., New York 21), and suggestions made in the Camp Fire publication, *Friends the World Over*, are all good sources of help. Girls might want to write and produce their own dramatizations.

5. *Through practical projects.* Camp Fire Girls have done much in the way of Pen Friends correspondence\* and the sending of gifts abroad but still more can be done. Among the many practical projects to be considered in developing world horizons are assistance to a displaced person's family in a local community, participation in drives for clothes and books to be sent abroad, the making of children's scrapbooks on other countries for schools and hospitals and the presentation of panels, debates, plays and model assemblies to community groups.

Our view of the world today is blurred by the "cold war" and many other factors but the importance of broader horizons for young and old Americans cannot be denied. Leaders of Camp Fire Girls can do much to give the girls with whom they work and play a view of today's world, particularly if they themselves have begun to be world-minded.

\*See page 15, February 1951 CAMP FIRE GIRL.