

his community and his own country. Only when he has learned loyalty on these levels, will he be later able to grasp the higher loyalties to God and mankind.

There is no greater pleasure than to open a child's heart and mind to the beauties and wonders of the world around him. In bookstores and in libraries we have at our disposal remarkably well designed picture and story books for even the smallest child which will help him to discover that he shares this world with children of races and customs different from his own. He will accept with delight a natural explanation of life's abundant variety the way he accepts and appreciates the manifold shapes and colours of flowers blending in a harmony of beauty.

A good way to make a child aware of the existence of less fortunate children in the world is to let him share his gifts on birthdays and at Christmas time with the needy children of other continents. No one is born with racial prejudices, and if a child has learned early "that all people are brothers and sisters in the human family" he will be immune in later life to the nonsense of racial superiority.

The members of our Women's Institutes live mostly in small villages and hamlets. During the last ten years many uprooted and bewildered newcomers from foreign countries settled in our rural districts and gave us a rare opportunity to show our children how to bridge differences of language and customs in real life. We were able to prove to them that friendliness works like a universal language which is understood by everyone. Our children could also observe at first hand that even people born in distant places have the same feelings about things that really matter, as we have ourselves.

In the training of my child to be a world citizen it is important to encourage his friendship with children from other countries and of different religious beliefs so that he would learn that there are many interesting ways leading to God. This early experi-

ence should help the child to respect later in life the right of everyone to freedom of worship.

The few ideas I mentioned here I have used to bring up my own two sons. At the present they are far away doing postgraduate work in their chosen professions. But wherever they are I know that they share my belief in the brotherhood of man.

As for myself, I do not consider my task ended. Our village is full of promising youngsters and who knows — a word, a smile, a book can open a young mind to the wonders of life. In our Institute Branch I have the opportunity to associate with bright young mothers whose friendship I greatly value. During our private discussions we try to deepen our understanding of the problems of mankind and by sharing my life experiences with these young friends I can perhaps contribute in a small way to the training of their children for world citizenship.

I can also work for world friendship if I show interest in students from foreign countries who attend Canadian universities. Their presence in our home can waken the interest of teen-agers in our community. Only last summer we had a young Negro student from the Bahamas as our house guest and from the letters we have had from him since then we know that the friendliness of a remote Canadian hamlet has softened his ideas on racial problems and has made him a happier human being.

Yes, indeed, we live in great times full of challenge for young and old! To conclude, I can only say with the poet George Linnaeus Banks:

I live to hail that season,  
By gifted minds foretold,  
When men shall live by reason,  
And not alone by gold;  
When man to man united,  
And every wrong thing righted,  
The whole world shall be lighted  
As Eden was of old.

## *How Can I Train My Child To Be A Citizen of the World?*

*By Mrs. Wallace J. Knapp*

Ontario's Third Prize Essay in the F.W.I.C. Competition 1959

**I**N THIS YEAR nineteen hundred and fifty-nine, we stand with our children on the threshold of a new era; a shining new world of sleek jet airliners and man-made planets; an exciting age of space travel and intercontinental flight which will put the whole world at our feet.

But under all the glitter, as we look more closely, we see the tarnish of misunderstanding, the stains of poverty and loneliness and fear, the ugly scars of mistrust and discrimination. We wonder how the wounds may be healed, so that all nations and all peoples may benefit in this new world of tomorrow.

Scientists are planning the "things" of the future, but it is we — the parents of small children — who truly hold the "soul" of the universe in our two hands. For if we can teach them to live together with their neighbours in understanding, to seek the roots of their problems in discussion with word-power rather than manpower, to learn each others'

ways without comparison, then we will have achieved a world at peace with itself, and ready to enjoy what could be the most thrilling age ever achieved by Man. In short, now more than ever before, they must learn to become citizens of the world.

In our house there are three children aged four, six, and eight years. And I feel, watching them each day, that they are like blotters, absorbing our viewpoints, our attitudes and fears, and our prejudices — or lack of them. So we are endeavouring to live an example for them.

Last year we bought a globe map of the world. And although there is a dent in the middle of the Atlantic Ocean, and a little blob of jam on Japan, it unfolds a multitude of secrets for inquiring minds. Perhaps living on a farm they have benefitted from living together with Europeans who have worked with us. We are amazed sometimes at the questions they have asked, and at the answers they have been