

Today's Children Need the World-Minded Teacher

LEONARD S. KENWORTHY

In The Christian Science Monitor

IF the 27,000,000 pupils in schools across the United States this year are to be adequately prepared to live in the troubled, changing, global society of this second half of the 20th century, their teachers must be world-minded. But just what is a world-minded teacher?

First of all, he is an "integrated" or well-balanced individual. From what is known about human relations, it is clear that it is the thwarted, frustrated, guilt-laden, anxious, "panic-prone" people who project their unhappiness on others. They must maintain the status quo rather than accept the changes which are especially marked in this era. It follows that the integrated, "panic-proof," well-adjusted teacher can help pupils to understand themselves and the world in which they are living.

Secondly, the world-minded teacher is an expert in human relations. Franklin D. Roosevelt said, "Today we are faced with the preeminent fact that, if civilization is to survive, we must cultivate the science of human relations." The teacher who would help children and youth to cultivate this science, or art, must himself be an expert in it, for this skill is "caught" at least as much as it is "taught."

Leonard S. Kenworthy is Professor of Education at Brooklyn, N. Y., College. Reported from The Christian Science Monitor, (March 17, 1951), 8. A summary of World Horizons for Teachers, a new book by the author to be published soon by Teachers College, Columbia University.

Third, the world-minded teacher is rooted in his own country and culture. The time may come when one's nationality is no more important to the world-minded person than his citizenship in a state is today. But, in the meantime, we are living in a world of nations, and one's contribution to the world can be made best through a fine sense of loyalty to that unit. Furthermore, the secure persons referred to above need roots; those roots in today's world must be in the family, community, and nation.

Fourth, the world-minded teacher is appreciative of other countries and cultures. Shunning narrow nationalism and provincialism, such a person tries to develop appreciation of people in other parts of the world. Realizing that they may have differences, he seeks also to find the points the people of the world have in common, and to understand and

bridge the differences, some of which can enrich the world.

Fifth, the world-minded teacher is an informed participant in efforts to achieve world community. Information about the changing, contemporary world scene is not enough. Teachers, as well as other adults, need to be informed *participants* in order to strengthen the world organizations that exist, such as the UN, and assist in other ways to create world community. In other words, the teacher, busy as he is, must act as a citizen as well.

Sixth, the world-minded teacher is conversant with methods and materials for creating world-minded children and youth. As a guide and counselor to his pupils, the world-minded teacher must know how they learn. And he must know the

films and other audio-visual materials which can be used, the persons from abroad or with foreign experience who will contribute to the children's wider understanding, the reading materials which will be useful, and the creative projects in which students can engage.

Seventh, the world-minded teacher should be supported by a dynamic faith or philosophy of life. Patience, persistence, and perspective are needed for anyone who would help to achieve a world community. It is a difficult job to be world-minded and not to become cynical, disillusioned, and discouraged in the light of contemporary events. Only if a person has a dynamic faith or philosophy of life will he be able to persist in his efforts, come what may. ●

Britain's School Broadcasts

ABOUT 54 percent of all British schools are now registered with the Schools Broadcasting Council, which is composed of members from the Ministry of Education, local education authorities, various teachers' associations, and a limited number of specially qualified BBC staff members approved by the Council. These schools receive an advance program for the year's broadcasts as well as a schedule each term for display on the school bulletin board. They can also obtain the illustrated pamphlets for class study before each broadcast. School broadcasting began in 1924 with a one-hour weekly broadcast. A wide variety is now offered including current affairs, science, music, history, geography, languages, vocational guidance, a rural series, religion, and philosophy. Use of television in schools is now being explored and a receiver for projecting pictures on a school screen has been developed.