

*Scratch the Surface and You'll Find No Basic Differences*

## The World View in Civic Education

LEONARD S. KENWORTHY

*In Citizenship Education*

THE chief characteristic of civic education throughout the history of the United States has been the effort to "Americanize" the sons and daughters of immigrants. Such an emphasis was imperative in the past. It was demanded by the type of society in which our ancestors lived. Children needed to learn new ways of living and in some cases new ways of communicating. Often they had to acquire different values from the ones which their parents had held. They were to adjust to a new and different world from the one their parents had known when they were young.

The school was selected as a laboratory for learning this new way of life. Many of the prerogatives held by the home and other social institutions in Europe were turned over to the school in this land. Consequently the school in the United States developed into a different kind of institution from the school in other nations. And it became a more powerful formative influence on children and youth than in almost any other country in the world.

The majority of parents and other adults *wanted* this to happen. They allocated large sums of money to the schools. They demanded local control so that they might supervise what was happening to their children. They rated teachers

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high in social prestige. Of course there was opposition—strong opposition—even violent opposition. But the will of the majority prevailed and the schools went about their task. By and large they were successful in this central purpose of educating boys and girls to be Americans rather than Europeans.

But today a new imperative confronts us. Our nation has reached maturity and has become the leading world power, with tremendous and often frightening responsibilities. Without doubt our children and youth are destined to live out their lives in a changing, chaotic world.

World conditions today have given us a new frame of reference for education in the United States. We need now to develop world-minded Americans, boys and girls with global perspective, boys and girls with world horizons, boys and girls with a cockpit view of the

velopment of our country. The idea of being an independent, responsible, selfsupporting citizen is rooted in selfreliance, initiative, and the urge to make the most of one's talents and opportunities. But it must be pointed out that competition in adult life is quite different.

In the business world, for example, competition is fair, at least insofar as federal and state laws can control it. Such laws were enacted in part to preserve competition, to prohibit unfair trade practices, and to prohibit false advertising in order to protect the consumer and to maintain fairness in competition.

In the business world competition is also escapable; the individual as well as the corporation has complete freedom of choice regarding the commercial field in which competition is to be undertaken. If the competition is disliked or becomes unsuitable in one field, the individual or corporation may shift its activities to another field.

Competition in business thus takes place under circumstances in which the criterions for wholesome competition can have free flow. Such is not true of competition under a competitive marking system at school. Let's not have our thinking confused on this issue.

Many school systems have taken some of the kinks out of present practices by substituting valid

methods of appraising pupil development for the competitive marking system. Individual teacher-parent conferences have replaced *A-B-C-D-F* report cards. Various types of contests have been eliminated or managed in ways which would preserve wholesome competition but avoid the unfair or socially undesirable aspects. In the physical-education area a broad program for *all* the pupils now keeps many schools from succumbing to community pressures for tackle football in the upper elementary and junior-high-school grades.

Our major concern as teachers is to build in people the social sensitivities, attitudes, and behavior patterns which will enable the individual to achieve the fulfilment of his own life without doing injury to others. Schools must try to maintain a delicate balance between competition and cooperation, between fostering the spirit of selfreliance and selfimprovement and preventing selfaggrandizement at the expense of others, between the urge for selfadvancement and a deep-rooted concern for the welfare of others.

Maintaining and educating for these delicate balances may not be as difficult as it seems if the school will examine each of its practices in the light of fundamental criterions and clear insight into the issues. •

*l* DON'T want to scare you," said Johnny to his teacher, "but Pop says if I don't get better report cards, someone's going to get a spanking."—*Journal of National Retired Teachers Association.*



world rather than a port-hole glimpse of the surrounding territory.

Once again in our history the school is called on to help the young to learn new ways of living and in some cases new ways of communicating. It needs to help boys and girls acquire some new values. Again, it needs to assist children and youth to adjust to a different kind of world from the one their parents knew when they were young.

#### SOME HAVE VISION

There are already millions of Americans who see fairly clearly the role that the schools must play in this new era. But there is opposition also. There are those who deride any teaching about the United Nations or its specialized agencies. There are those who denounce the teachers who promote international understanding and world-mindedness in their pupils. There are those who deprecate any changes in curriculum which will provide windows to the world in our schools.

It may be that the struggle over the purposes of civic education in the next century has already begun between those who want to remain "pure" Americans and those who see the necessity in these times of becoming world-minded Americans.

I should like to suggest very briefly a few features of education for world-mindedness, a few outstanding aspects of civic education for the second half of the 20th century in the U.S.A. These are the

concepts which we must understand as teachers in order to be able to develop them in children and youth.

Children should learn that:

**The world is composed of two-and-a-half-billion persons who are basically alike.** They need to learn quite early that people are fundamentally the same the world over. Students need to learn that the basic biological needs for food, sexual satisfaction, avoidance of pain, and other traits are universal. They need to learn that our basic psychological needs of "belonging" and sensing security are the same no matter where we live. They need to learn that most of the differences are surface differences.

Children should be taught that:

**Differences between people in the world community are largely acquired; that most differences should be welcomed.** It should be pointed out to them that there are differences between people within a community, whether it is local or world-wide in its composition. Some of these differences are inherited, such as the physical differences of skin color, hair form, shape of noses, stature, and the like. But most of the differences are acquired from the culture; people learn what they live. The acceptance of most differences as an enrichment to the world community should be a goal of our teaching. The feeling of empathy or "at-oneness" with other people should be an underlying aim of our treatment of differences.

Most of the world is ill-fed, ill-housed, ill-clothed, illiterate, and

ill. All our teaching about the world today needs to be carried on with this brief but inclusive summary of the state of the world society in mind. Without an awareness of these facts, students cannot possibly understand the revolutionary forces at work in the world, they cannot comprehend the feeling of hostility toward the United States which exists in many places on this globe, nor can they sense the importance of the work of the specialized agencies of the United Nations.

But because we belong to the well-fed, the well-housed, and well-clothed, the literate, and the relatively healthy people of the world, a caution needs to be sounded lest attitudes of pity and selfrighteousness be developed by such an approach. We need to be quite clear, for example, that illiteracy and ignorance are not always synonymous. Nor does the poverty of a nation mean that it has not contributed to the culture of the world at some time in the past or at the present moment.

#### IT'S "ONE WORLD"

Children and youth will learn that the people of this planet have organized themselves into countries and cultural groups. But they need also to know the many ways in which these people, countries, and cultures are interdependent. They need to begin to grasp the significance of that phrase made famous by Wendell Wilkie—"One World." If this concept could be acquired by a large part of our students, it

would make a profound difference in their attitude toward other lands and peoples, toward United States foreign policy, toward the United Nations, and a host of allied topics.

Children and youth must learn that while conflicts between countries and cultures continue, the world is trying to learn to live peacefully together. Students need to know that there are military conflicts, religious conflicts, economic conflicts, political conflicts, and ideological conflicts in our contemporary world. But they need to know, too, that there are instances of religious cooperation, economic agreements, political adjustments, and even ideological points of agreement and adaptation. They need to learn that the world is now engaged in a great effort to learn to work together peacefully on a global scale.

#### DEVELOP A WORLD VIEW

Thus, the study of the United Nations and its specialized agencies is an essential in any program for developing a world view in children and youth. Such a study should include its purposes, programs, progress, problems, potentialities, and personalities. It should be viewed as our great contemporary effort on the intergovernmental level to prevent the scourge of war and to provide richer living in larger freedom for all the people of the earth.

Students will need some historical perspective to understand the debate over foreign policy in the United States which is now going



on. They need to know how the United States has come to play the leading role in the world community and how—and through what agencies—it is trying to play its part effectively. We need to help our students to see that adjustments within the United States are necessary as a result of our role in the world. They must be led to view our domestic scene as the peoples of the world see it and to understand that everything that goes on inside our territory affects our international relations.

Students need to realize, for example, that two-thirds of the world is nonwhite and that our treatment of colored peoples within the United States is the Achilles' heel of our current foreign policy. Finally, they need to realize that they are the ones who will help to determine the future course of this nation. Wherever they can take part in action projects for civic improvement, they should be encouraged.

One of the discouraging aspects of education for world-mindedness today is the fact that so few people understand that there is anything *they* can do about world affairs. Yet each person can make some contribution to the creation of a better world community. Every teacher concerned about helping children and youth to obtain a world view should be conversant with the many possible action projects for promoting world understanding. These range all the way from pen-pal correspondence or class projects under supervision of the Junior Red Cross,

to the exchanges of students and teachers carried on by the American Field Service or American Friends Service Committee, to teaching of immigrants in this country, to the fund-raising for such agencies as UNESCO, to the entertainment of foreign students now in the U.S.A., and to the assistance to displaced persons recently arrived here.

#### GUIDANCE APPROACH

It should be recognized that the ability to accept other people is based on personal security and skill in human relations. Undergirding all efforts to promote world-mindedness in children and youth must be the mental hygiene or guidance approach to pupils. Only as we teachers help boys and girls to feel that they are significant and belong to their various segments of the world society, will we be able to produce future citizens with a world view. Although placed last in this discourse, this is the point which might well be placed number one in importance.

Space has not permitted an elaboration of the matters discussed here, but the author leaves their implementation to the imagination of the readers. Through their own ideas and through the various accounts now available of promising practices in promoting a world view in children and youth, he feels certain that social-studies teachers will be able to contribute creatively to this new emphasis in civic education in the United States in the next half century. ●

## What Effect Does TV Advertising Have on Children?

FLORENCE BRUMBAUGH

*In Children and TV—Making the Most of It*

MANY adults laugh indulgently when children sing the commercials they have heard on television or repeat the slogans of advertisers. They give little thought to the effect of advertising on children unless they are annoyed by their requests to purchase useless or inferior products.

Most advertising script, it is true, has been scanned by sponsors to be certain there is no objectionable material. But since a very small proportion of telecasting is especially planned for a juvenile audience, it is inevitable that children listen to a great deal of advertising designed for adults. And few parents realize how much time is spent by children absorbing the propaganda of advertisers as well as the entertainment of the program.

Recently a study was made of the effect TV advertising had on children. Four hundred children between the ages of 6 and 12 were asked to list as many products advertised on TV as they could remember. Time was called in 15 minutes and many remonstrated, saying they knew at least twice as many as they had written. The average number listed by the youngest children was 20 and the 11-year-olds about 50. The total number of products was 597.

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One detergent, unlikely to be used by children, was mentioned 110 times. Fifteen brands of beer and 13 trade names of cigarettes were given, some of them being mentioned 50 or more times. Next in rank were drugs, cosmetics, and automobiles. The only articles that were mentioned more often were cereals which are featured on many juvenile programs. Candy and desserts, also advertised on children's programs, were far down the list, and milk was near the bottom.

Preference was expressed for advertising in the form of cartoons, singing commercials, and demonstrations—in that order. Many wrote that they liked all kinds of advertising and few said they disliked any.

The spelling of trade names was correct in almost every case even to capitalization and hyphenated words although many of them were nonphonetic, had several syllables, and were far more difficult than



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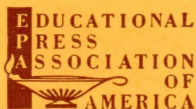
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Subscription price, \$4.00 a year; 2 years, \$7.00; 3 years, \$10.00 (Foreign, \$4.50 a year); single copies, 50c. Published monthly, September through May by THE EDUCATION DIGEST, 330 South State St., Ann Arbor, Mich.

## MEMBER



Entered as second-class matter November 4, 1935, at the post office at Ann Arbor, Michigan, under the Act of March 3, 1879. Printed in the United States of America. The annual index is included in the May issue. The contents of THE EDUCATION DIGEST are listed in the *Education Index*. Advertising Sales Offices: Eastern—Macintyre-Simpson & Woods, 101 Park Avenue, New York 17, N.Y. Lexington 2-8998. Mid-West—Prakken Publications, 53 West Jackson Blvd., Suite 740, Chicago, Ill.