

leagues, our pupils and their parents as we all think through our basic educational problems and gain courage to act in accordance with the dictates of reason and scientific findings rather than mysticism, habit or outmoded faculty psychology.

To summarize, the only answer I

know to the question posed in the title of this article is that we dare not leave out any item of study which is raised as the learner views the current scene in relation to his present condition of growth and development. We dare not include anything so foreign to his present condition that he cannot use it.

Assignment: The World

LEONARD S. KENWORTHY

International understanding is so vital an area that today's schools cannot relegate it to a place of minor emphasis. This article outlines some of the important concepts which should be developed in this area. It also suggests specific materials and resources in relation to each concept.

"WHAT an assignment!" is probably your first reaction to the title of this article. And how right you are. The study of the world in our schools today assumes staggering proportions when we think in terms of two and a half billion persons, nearly a hundred nations plus many other political units, seven or eight major cultures, problems of many kinds in all parts of the world, the United Nations and its specialized agencies, the foreign policy of the United States, and the many other topics which can rightfully be included somewhere in the already crowded curriculum for pupils in the second half of the twentieth century.

Obviously teachers, supervisors, principals, parents and other persons interested in a modern curriculum need to

concern themselves with the basic concepts which should be stressed. They ought to consider carefully the experiences which may be appropriate for children and youth of different age levels and degrees of maturity in a given locality. They need to be able to evaluate wisely the effectiveness of present programs and insofar as possible of proposed programs in this world-wide field in terms of behavior, attitudes, understandings, skills and knowledge.

This is an enormous task, but it needs to be done and done now if the pupils in our schools are to be adequately prepared to live in today's world. Nothing short of a look at the total school offerings from the pre-school level through college, university or teacher education institution will be adequate. Aims need to be clarified, experiences of many kinds outlined, resources evaluated and prepared, and

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evaluation techniques developed. Parents and community agencies must of course be involved, administrative support enlisted, experiments initiated, and in-service and pre-service education undertaken. Only in this way will effective, comprehensive, cumulative programs be developed for introducing pupils, and in many cases teachers and parents, to the world community in which we all live.

What Are the Goals?

As a possible frame of reference for groups working on such programs the writer would like to suggest ten major goals towards which all curriculum experiences should point. Space will not permit any detailed elaboration of these major emphases, experiences and resources. These the writer leaves largely to the ingenuity of curriculum workers and classroom teachers. The ultimate goals proposed are as follows:

Developing Sociocentric Individuals

Basic to any program of education is the development of secure individuals, skilled in human relationships. Since world-mindedness is largely the development of persons who can associate differences with friendliness rather than hostility, this mental hygiene approach is basic. Only as we concentrate on developing persons who are panic-proof rather than panic-prone, to borrow two phrases from Harry Overstreet, will we be successful in our efforts to produce citizens for the world community today and tomorrow. Every effort to help children to understand themselves and others, to develop the skills of human relations and group endeavor, and to live at peace with themselves and the

people around them, is a part of a program in world-mindedness.

Fortunately, literature in this field is readily available from various sources, ranging from the special issues of *Childhood Education* in November and December, 1950, dealing with "We Grow in Self-Understanding" and "We Grow in Understanding Others" to the volumes of the International Congress on Mental Health published in 1948 by the Columbia University Press.

Understanding the Earth as the Home of Man

No real understanding of other people and their problems can be fostered without giving attention to the land on which they live. We need to help pupils to see how the land in various parts of the globe has affected people and how people have affected the land. This may well start with the local community, but it must soon lead out into the wider world.

Such a study need not focus on the "brown" lands, the "green" lands or the "white" lands—as so many geographies do. Study of any part of the world gives ample scope for the treatment of this topic. Science as well as social studies can contribute to the achievement of this goal.

Materials such as Herbert Zim's *What's Inside the Earth?*, for primary grades, Bertha Parker's *The Earth a Great Storehouse*, for the junior high, and the volumes by Vogt, Fairfield, Osborn and others can be used effectively in this area.

Respecting the Worth of All People in the World

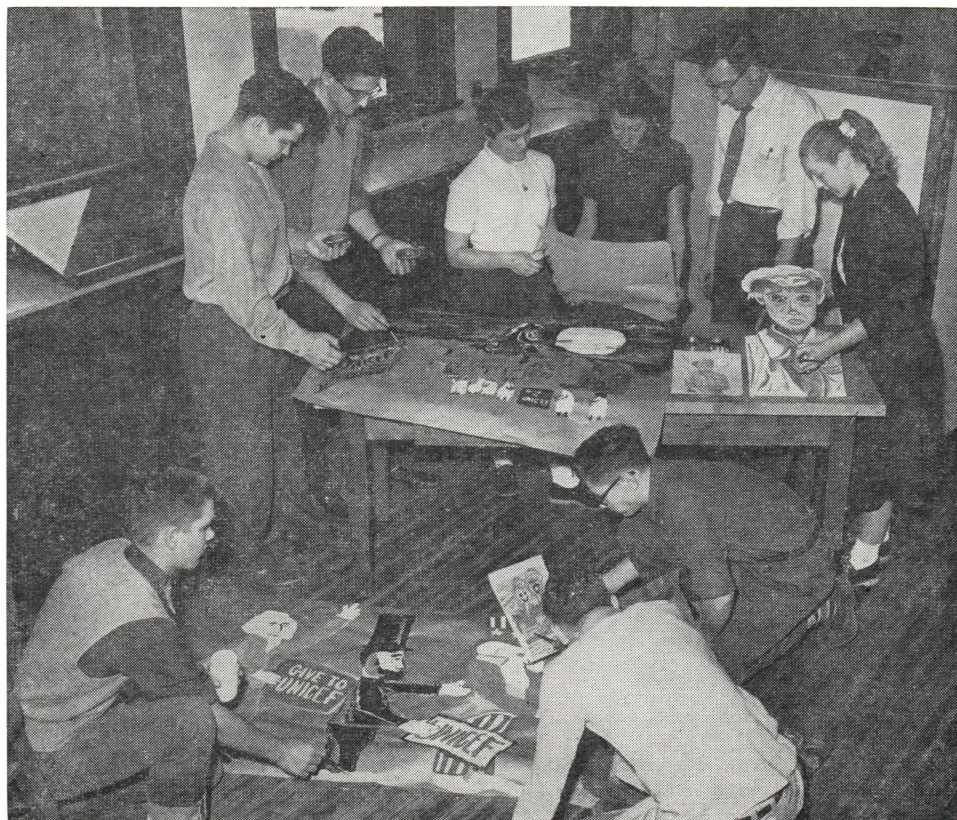
The greatest heritage we have is the

tradition of respect for the worth of every individual. This is central to our Judaic-Christian tradition and to our democratic philosophy. The schools should be the great laboratory in which this concept is learned through living it. And today the concept of good neighbors has to be stretched to include the world's two and a half billion people of various colors, creeds, conditions and countries.

Wherever possible children should be introduced to the variety of the world's peoples through meeting men, women and children from other parts of the globe. Fortunately this is more

possible today than ever before and schools are beginning to build up lists of carefully selected resource people who can be brought into the classroom. Through these people and through films, stories, the sociodrama and other experiences children can learn about the similarities *and* the differences among the people of the world.

A wealth of materials exists for this purpose, from Eva Knox Evans' *People Are Important*, for children, through the author's "Two and a Half Billion Neighbors" in the February, 1953 *Junior Red Cross Journal*, to the UNESCO publication, *What Is Race?*



Courtesy of Public Schools, Sheboygan, Wisconsin

A Halloween campaign for UNICEF in Sheboygan, Wisconsin, began with the preparation of exhibits.

Understanding the Importance of Countries and Cultures

The concept of countries is too difficult for young children, but by the upper grades boys and girls can begin to understand the development of countries and the importance these have in today's world. By the time children reach secondary school they can begin to grasp the equally important concept of cultures and see something of their significance.

Criteria for selecting countries to be studied need to be worked out, including such possibilities as starting with countries similar to ours or with neighboring nations and moving on to a study of more complex cultures or countries, countries which illustrate certain basic themes we are trying to develop, countries representing the major culture groups of the world, and countries taking an increasingly large role in the world.

Resources in this area are tremendous; the biggest job seems to the writer to be one of careful selection. Experiences here can range from the study of flags and what they represent to the films in Louis de Rochement's "The Earth and Its People" series and the Julien Bryan productions.

Recognizing the Interdependence of the World

Quite early children can begin to realize how much they depend upon other people, not only in their own home and community, but in the world. Later in their school years they can discover how this dependence includes everything from architectural ideas to economic resources.

Wherever possible this interdependence should be illustrated locally, from the products which are sold in the local grocery store to the raw materials for the local factory.

Nina Millen's book on *Games Around the World* gives one kind of resource available to elementary schools, while the series of books published by Knopf in the "Made In . . ." series illustrates materials for junior high grades. The film, "Round Trip," and the vivid two-page spread in the *World Week* magazine for March 18, 1953 on "Your Automobile—Where It Comes From" are typical of the best materials for secondary school students.

Developing Skills of Communication with Other People

The current trend towards teaching a foreign language in elementary schools is one fact which has grown out of our realization of the importance of communication. The programs of the Junior Red Cross, the American Friends Service Committee's School Affiliation Service, and various efforts at international interchange show a growing awareness of the need for other kinds of communication. The Halloween project of UNICEF whereby children, as a modern version of "Tricks or Treats," collect money for use in other lands is another commendable type of communication by school children. Projects which involve a two-way passage need to be stressed and ideas for such experiences are badly needed.

Searching for Universal Values

In every activity connected with a school-wide program of world-mindedness teachers need to help pupils search

for the common factors in the world. Especially with younger children the similarities among people need to be stressed. Whether a group is using Florence Mary Fitch's excellent books on religions in different parts of the world or studying the Preamble to the U.N. Charter or the Universal Declaration of Human Rights, the traits and needs we all have in common need to be kept constantly in mind.

Promoting Economic and Social Justice, and Political Freedom

A realization that most of the world is ill-fed, ill-housed, ill-clothed, illiterate and ill would make a great difference in the attitude of Americans towards the Point Four program, the technical assistance work of the U.N., and related projects of a private nature as well as in our understanding of the revolution which is sweeping over the underdeveloped areas of the world.

Whether elementary school boys and girls are collecting clothes for Korea or high school seniors are deciding to devote part of their Commencement gift to purchasing a plough for Southeast Asia through the auspices of CARE, this concept should become meaningful to pupils at all grade levels.

Such facts as we have just cited will likewise help pupils to understand the desire of peoples all over the world to obtain political independence and freedom. These concepts are difficult to understand but they can be developed with more mature boys and girls.

Appreciating Universal Creativity

From the time a child is able to comment favorably on the creative efforts of his playmate to the time that

high school students are enjoying the music, art, sculpture or inventive genius of people from all parts of the world, appreciation of the creativity of peoples everywhere should be stressed.

Children's drawings from other nations made available through the Junior Red Cross or through visits to suitable museum collections can help to foster this appreciation. So can the exhibit of materials gathered by a teacher or parent in a foreign country or the showing of such a film as "Nomads of the Jungle," the story of the ingenuity of people living in the Malay peninsula.

Developing Individual Identification with the World

Every educator knows that people learn best when they are involved deeply in the learning process. Wherever possible, pupils should be assisted in identifying themselves with the struggle to create a world community based on justice, freedom and peace.

Throughout this article the author has mentioned action projects which would help to involve children and youth and develop in them a sense of responsibility toward their world neighbors whether through direct contact with them or through such an international organization as the United Nations.

In this goal as in the others previously mentioned, the emotional as well as the intellectual aspects of learning need to be kept uppermost in teachers' minds. Only in this way will we be able to develop responsible citizens who can live effectively in the world community which will demand much more maturity than we have ever had in world history.

Essentials in Communication Arts and Skills



FRANCIS SHOEMAKER

Communication, this author asserts, is the symbolic process by which people get life into manageable form. School and home need to cooperate in the essential task of helping children and youth find easy access to various avenues of impression and response to their environment.

THE MAXIMUM context for a discussion of this topic would, of course, take us to the philosophies of George Herbert Mead and Susanne Langer—and on to their research sources in anthropology, psychology, sociology, ecology, political science, public opinion studies, physiology, and the like. Child development specialists among us would feel at home in such breadth. But for our immediate purposes, I'd like to turn our attention to some observations in physiology and to those social sciences that deal with the relationship of culture and social personality—as we find it in such social-psychological oriented people as Erich Fromm (*Man for Himself*), and David Riesman

(*The Lonely Crowd* and *Faces in the Crowd*.)

Three Kinds of Personalities

Riesman, for instance, gives us an almost too neat but nonetheless convenient working base in three kinds of social personalities—the *tradition-directed personality*, the *inner-directed personality*, and the *other-directed personality*. He suggests that each kind of personality emerges from the prevailing patterns of communication that characterize different cultures at different stages of development.

Tradition-Directed

The first form of society is one which