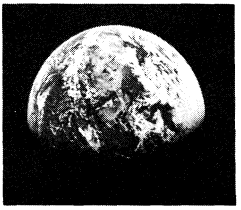

STUDYING THE WORLD and the United Nations System

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Preface

When reading books of non-fiction, I have often wished that I knew more about the genesis of those volumes and the authors than the book jackets and prefaces told me. So, in writing this volume I decided to include some comments in the Preface on both of those aspects of this publication. That has seemed to me especially appropriate for a book with as broad a scope as this one, dealing with a field in which there has been little writing for a world-wide audience.

I trust that the inclusion of such material proves helpful to many readers and I wish to encourage those who are not interested in such autobiographical data to begin immediately with the text itself.

A. Some Background on the Author

In the autumn of 1940 I was serving as the director of the Quaker International Center in Berlin, Germany, sponsored by the American Friends Service Committee and the very small group of German Quakers. In that post my chief responsibility was to assist Germans who had been designated by the Nazis as Jews, to emigrate from that hate-drenched land.

Despite my abhorence of what the Nazis were doing, I felt that as a concerned individual and educator it was my duty to learn as much as I could about what was transpiring in Germany at that time. Hence I decided to attend the parade in Berlin which was celebrating the Nazi victory in Narvik in Norway.

Stationing myself on the edge of that enormous crowd, I witnessed an incredible spectacle. With a rare talent for the dramatic, the Nazis whipped up that crowd into a frenzy of excitement. There were battalions of soldiers; hundreds of colorful flags; the martial music of bands and the mass singing of the onlookers; plus stirring speeches—punctuated by the salutes of the thousands of people as they thrust their arms into the air in the notorious Nazi fashion.

That was a searing experience for me and raised several searching questions in my mind, aided and abetted by other experiences during my months in Nazi Germany. For example—how could the mass of highly-educated Germans succumb to the propaganda of the Nazis and lose

themselves in such emotional orgies? Or—if all those aspects of the mass media could be used for such diabolical purposes, could they be used effectively for worthwhile ends? And—how can one educate for international understanding and peace rather than for international misunderstanding and war?

Perhaps followers of Erik Erikson, the insightful Danish-German psychoanalyist, would say that that experience of mine was an "identity crisis," even though it came to me later than to most people as I was then in my late 20s. Certainly my months in Germany served as a launching pad for a lifetime of concern about educating children, young people, and adults for a peaceful, just, and humane world community.

At the end of World War II I was invited to become a member of the small staff of the Preparatory Commission for Unesco—the United Nations Educational, Scientific, and Cultural Organization. In addition to my duties in helping to formulate proposals for the Education Division of that organization, I was specifically responsible for the section of the Commission's report on education for international understanding.

Following the formation of Unesco in Paris in 1945, I became the first director of the division on education for international understanding. In that capacity I helped plan and administer the first two international educational seminars or workshops—one on education for international understanding and the other on teaching about the United Nations, both of six weeks duration. I also started the program on ways to improve textbooks, launched the first Unesco Clubs in various countries, and wrote several documents on ways in which educators in Member States could improve the international dimension of their curricula. Particularly gratifying was my writing of the first Unesco publication—*The Teacher and the Post-War Child in War-Devastated Countries.*

Feeling the need to broaden my own background in this comparatively new field, I returned to the United States to work on my doctorate in curriculum, writing my dissertation on *World Horizons for Teachers.*

From then on until my retirement from teaching, my base was Brooklyn College of the City University of New York. There I worked with pre-service and in-service teachers in courses in curriculum, social studies methods, and comparative and international education. In that job I was constantly in the public schools of New York City, with their fascinating and sometimes frustrating mix of children and young people from an amazing variety of ethnic and national backgrounds.

Travel became a "hobby," resulting in my visiting 88 countries, some for very short periods; five for longer periods.

There were numerous opportunities, also, to serve on various na-

tional and international commissions, including two terms on the Unesco National Commission of the U.S.A. Particularly rewarding was a three-year stint as director of the Neighbors Unlimited project of the Association for Childhood Education, International, and my ten years as chairman of the Unesco Association Schools project in the U.S.A.

In addition, there were many opportunities to work with school systems and organizations on various facets of education for international understanding and to take part in several international seminars or workshops.

Then there was considerable writing. For children there were such books as *Three Billion Neighbors, Hats Around the World,* and *Billions of Hands and How We Use Them.* For older boys and girls there were books on *Brazil, Kenya,* and *Nigeria.* And for still older students there were such volumes as *Twelve Citizens of the World, Leaders of New Nations,* and *Twelve Trailblazers of World Community.* Then, too, there were textbooks for teachers on the social studies and a series of social studies textbooks for boys and girls.

So much for the background of the author of this book. It is upon those and other experiences that I have drawn for this current publication.

B. Some Background on the Preparation of This Book

The Memorandum which I wrote in 1946 as a member of the Preparatory Commission for Unesco outlined suggestions in eight disparate but related fields in which that new organization and educators in its Member States might profitably engage in their efforts to encourage education for international understanding. Faced with a small budget and fearful of exploring new frontiers, the participants in Unesco's First General Conference approved only one of those items. That was the encouragement of teaching about the United Nations and its specialized agencies.

Finally, in the early 1960s Unesco officials decided that it was time to prepare a small book for educators on teaching about the U.N. System and they asked me to write such a volume. I did so gladly and it was published in 1963 with the title *Telling the U.N. Story: New Approaches to Teaching About the United Nations and Its Related Agencies.*

By the early 1970s educational authorities in the Member States of Unesco and its General Conference participants had moved far in adopting most of the eight proposals for action suggested by me in 1946. Their actions meant that Unesco was finally ready to agree that its task was far broader than encouraging teaching about the U.N. System; it

was to promote teaching about the many facets of international understanding, global cooperation, and peace. That much expanded approach was summarized in the famous 1974 Recommendation of Unesco on education for international understanding, cooperation, and peace.

A few years later Unesco officials asked me to revise the original book on *Telling the U.N. Story,* in line with their recent decisions to broaden their interpretation of education for international understanding. I replied, however, that it would be far easier and much more practical to write a new volume, and they agreed that I should do that.

The manuscript submitted to the Education Division of Unesco was enthusiastically received by them and edited for publication. Before that occurred, it was submitted to one of the top-ranking officials of Unesco for final approval. Because of political in-fighting at the top levels of that organization, and because that official felt that no American could write adequately on that controversial topic, the entire project was eventually dropped. Some parts of that manuscript were used in various publications of the Education Department but the book was never printed. However, permission was granted by Unesco for the author to use the original manuscript in any way he saw fit.

In the intervening years I have waited for Unesco to print a book similar to that published in 1963, sketching in broad strokes a picture of education for international understanding on a world scale, including material on the entire United Nations System. But Unesco has never been able to produce such a comprehensive volume. Consequently I have decided to update my manuscript from the 1970s and to issue it personally. The result is this book on *Studying the World and the United Nations System.*

Obviously that has been an enormous task. But it has also been a challenging, exciting, and rewarding one. Since the parameters of this volume are so large, I hope that readers will think of this book as a Working Document—analyzing its presuppositions, studying its many practical suggestions, and editing it as they desire in terms of education in their own countries. To help them to do so, I have inserted questions at several points to stimulate reflection on the parts of the readers and to provide for them to "talk back" to the author.

Writing for a world-wide audience is not an easy task and it may be helpful for some readers to understand some of the decisions I made in preparing this manuscript. Here are a few of them:

1. The opening chapter on A Beautiful World—and An Ugly World attempts to provide a framework for education about

the international or global community which seems to be emerging, often painfully, in our time.

2. Throughout the book I have tried to keep in mind the dual aspects of the title—writing in every chapter about the world and also about the U.N. System.
3. In writing this volume I have used a variety of terms interchangeably. Thus readers will find references to education for international understanding along-side similar terms. However, I have tried in Chapter Six to differentiate among the several terms frequently used. Readers are encouraged to think about these various words or phrases and to select the one they think most appropriate.
4. In several places I have tried to keep in mind the two major types of educational systems in the world today-the highly centralized and the decentralized-and to make suggestions applicable to both approaches.
5. Terminology in education often becomes a stumbling block in discussions and in publications. In some instances I have used more than one word but in most places I have followed American usage, primarily because this book is likely to be read most widely in the U.S.A. But in some places I have used a phrase like "primary schools" in the English terms to indicate the first several years of schooling—as opposed to the American term which refers to the first two or three years. Usually I have referred to supervisors rather than the English term-inspectors, as a more acceptable designation for the duties of such persons. Likewise I have ordinarily used teacher education rather than teacher training as animals are usually trained and people ordinarily educated.
6. Throughout the book I have used American rather than British spelling except in quoted materials.
7. Some readers may note that there are many references to Unesco's actions in the 1970s and few since that time. That is because that organization made a special effort in that period to examine its program on education for international understanding rigorously, reinterpreting that phrase more broadly than before. Also, the last periodic report of Member States to Unesco and/or the U.N. came in 1974.
8. Throughout this volume I have tried to refer to as many different nations as possible without including long lists of countries at many points. Readers are encouraged to write the

name of their own nation in the margins from time to time when they think that should be done.

9. In separate chapters I have dealt with elementary (or primary) education, secondary education, and teacher education. Obviously I have had to write briefly on each of those divisions because of space limitations. However, I did bypass college education, as such, in order to keep the book to its present size. Fortunately there are some publications on the international dimensions of those institutions, including places where they differ from teacher education centers.
10. In several places I have included what American educators used to call "promising practices," hoping that many readers would find them worthy of duplication or replication.
11. In Chapter Seven I have included three "models" or "constructs" which I believe could be used in the schools of any country. Readers may want to rework them to suit their own purposes.
12. Frequently I have inserted questions in the text in order to permit the readers to "talk back" to the author. I trust those questions prove stimulating to many readers and useful for groups using this volume as a study or discussion guide.

Should there be educators and/or editors who wish to quote parts of this volume, I encourage them to do so. Permission is hereby granted to use up to two pages of consecutive text without writing the author, although he would like to have mention made of the origin of that material and copies sent to him. For longer quotations, the writer asks editors or educators to write him. Criticism of this volume and suggestions for additions to it or the deletion of certain parts would be welcomed by the author.

My hope in writing and publishing this volume is that it will be useful to educators in many parts of the world as a launching pad for further thought, discussion, and action on ways of introducing boys and girls, young people, and adults to a wider world than the one in which they now live, and to help create citizens who are concerned about the people in the world community as well as in their home communities and countries—people who will work diligently, intelligently, and creatively to help construct a peaceful, just, and humane world in the foreseeable future.

Kendal at Longwood
Kennett Square, Pennsylvania 19348, U.S.A.
1988

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Chapter 1

A Beautiful World—and an Ugly World

What a world we inhabit in the latter part of the 20th century and what a world the oncoming generation will inherit and inhabit.

In many ways it is a fantastic and fascinating place, worthy of awe and wonder—a world of which we human beings should be proud.

But in other ways it is a grim and ghastly place, plagued with problems—a world which should make all of us ashamed.

In a sense our planet is *a vast treasure house*. In it people have discovered many precious metals and learned how to use them for a wide range of purposes. On the surface of the earth we have discovered how to grow large quantities of grains and fruits, improving and increasing our crops and harvests through the ingenuity of agricultural specialists. We have also learned much about the preservation and wise use of our forests and the habitats of our birds and animals.

Yet we have plundered our planet and squandered our resources, poisoned our water, scarred our countrysides, polluted our skies, and even altered our climate. Despite our inventiveness in producing food, a large proportion of our people go to bed hungry every night and millions more suffer from malnutrition.

Our planet is likewise *a world-wide workshop and market place*. In it millions of people are producing and selling everything from handmade clothes to factory-constructed machines, from home-grown food to exquisite art objects. Most of our workers around the world are still farmers and fishermen, but there are bakers and bankers, factory workers and firemen, secretaries and sales persons, teachers and technicians, and persons in thousands of other occupations.

Yet there are millions of unemployed or underemployed persons on our planet and millions more who are eking out a living on tiny plots of fragmented land or in factories with unsanitary conditions and with meager wages. The gap between the rich and the poor widens each year. No wonder so many people are insisting upon a new international economic order with more justice and equality for peoples and nations.

Our planet is also *an enormous scientific laboratory.* And what

wonders scientists and technicians have wrought in it. We have learned how to tunnel the mountains, terrace parts of the earth, irrigate former wastelands, span the globe with radio and television, and soar into outer space. We have produced incredible medicines which save the lives each year of millions and restore health to millions of others. And the number of inventions seem endless.

Yet millions of infants die at birth or soon after, medical personnel are scarce in most parts of our planet, and much of our scientific know-how is devoted to creating ever more lethal weapons to destroy other human beings.

Our planet is likewise *a vast global network of communications and transportation*. We travel and transport goods in everything from ox-carts to jets and from canoes to giant tankers. And we are wired for sight and sound via radios, televisions, and computers. Actually we are "a wired world."

Yet we are cut off from each other by our many languages and disparate cultures. Often we do not communicate well with people who speak our own language. And despite the tremendous possibilities in our new-found forms of communication, we have scarcely begun to tap their potentialities for learning. We suffer, too, from the inadequacies and dislocations of world trade.

Furthermore, our planet is *a world-wide workshop or laboratory of human relations*. Since World War II, well over a billion persons have won their political freedom after centuries of colonialism. Progress has been made in recent years in some parts of our planet in increasing the opportunities for minorities (or in some cases of majorities). We have made advances, too, in the care of the mentally and physically handicapped. And the protection and extension of human rights has become a global concern.

But the need for better human relations exists everywhere—on every continent, in every culture, and in every country. Prejudice persists and plagues us in all parts of our planet and against a wide variety of groups—social, economic, educational, racial, and religious. The breakdown of family life and the increase in divorce is staggering. The traffic in drugs mounts. Crime rises. People are often callous in their treatment of the elderly. Child abuse continues. Tensions between groups and nations persist. And the list of world-wide ills could be continued.

In many respects our planet is also *a giant stage, a tremendous concert hall, an extensive art gallery, and a mammouth museum*. What marvels of creativity human beings have produced and still produce. How many forms of beauty people have discovered!

Yes, all the world's a stage and on it people everywhere dance and produce festivals, pageants, puppet shows, shadow plays, and dramas.

We make music of many kinds, too,—sad music and glad music, spontaneous music and transcribed music, amateur music and professional music, the music of gamelan orchestras and symphony orchestras.

We fashion delicate silver bowls and beautiful silverware, wooden figurines and wooden statues, spun glassware and stained-glass windows.

We have produced miniatures, scrolls, landscapes, frescoes, mosaics, and paintings.

We have built pyramids and monuments; churches, temples, mosques, and synagogues; and modern skyscrapers.

And creativity continues.

But we have not released the tremendous potential for creativity in millions of human beings or adequately aided our most promising artists in many fields of endeavor. We seldom see or hear the great works of the world's outstanding artists, musicians, and architects from other cultures than our own. And when we do, we are often blind or deaf because they are creating from a cultural heritage different from ours.

Likewise, we have failed to preserve much of the beauty which people have developed in the past, letting the ravages of time and the polluted environment destroy those masterpieces. And in the construction of modern buildings we have all too often sacrificed beauty for efficiency.

In addition, our plant is *a worldwide school or series of schools*. They may be out-of-doors or indoors, in primitive structures or in modern buildings of chrome and steel. But in them learning is going on, often under the guidance of knowledgeable and dedicated teachers. At best millions of boys and girls are developing attitudes and values, and learning skills, as well as acquiring useful knowledge. A frontal attack has been made in recent years on illiteracy and provisions has been made increasingly for the education of girls and women as well as boys and men. Lifelong learning is gradually being recognized as a goal of education, too.

Yet the number of illiterates continues to mount, even though the percentage of them decreases. Teachers are in short supply in many parts of our globe and often those who are allowed to teach are inadequately prepared for their jobs. Moreover, the type of education carried on in our schools is often irrelevant—the perpetuation of a sterile schooling for an elite in society rather than a pertinent education for everyone for life in a vastly different world than has ever existed.

Finally our planet is *a vast playground*. On it people enjoy themselves, improve their physical well-being, renew themselves, and cooperate with others as well as competing with them. We play every conceivable type of game, from shooting marbles to flying kites, from soccer to volley ball, and from chess to bridge.

Yet millions of people have little or no time for play as they struggle to survive economically. And undue competition in sports sometimes obviates the most important elements of play.

Conclusion. It's quite a planet—this world of ours in the latter part of the 20th century and the beginning of the 21st. It is a beautiful and wonderful world—but it is an ugly and a horrible world, too. Whether it becomes more beautiful or more ugly in the foreseeable future depends in a large part on the education made available to the billions of inhabitants on Planet Earth today and tomorrow. How it can be made more beautiful and relevant will be the theme of the rest of this book.

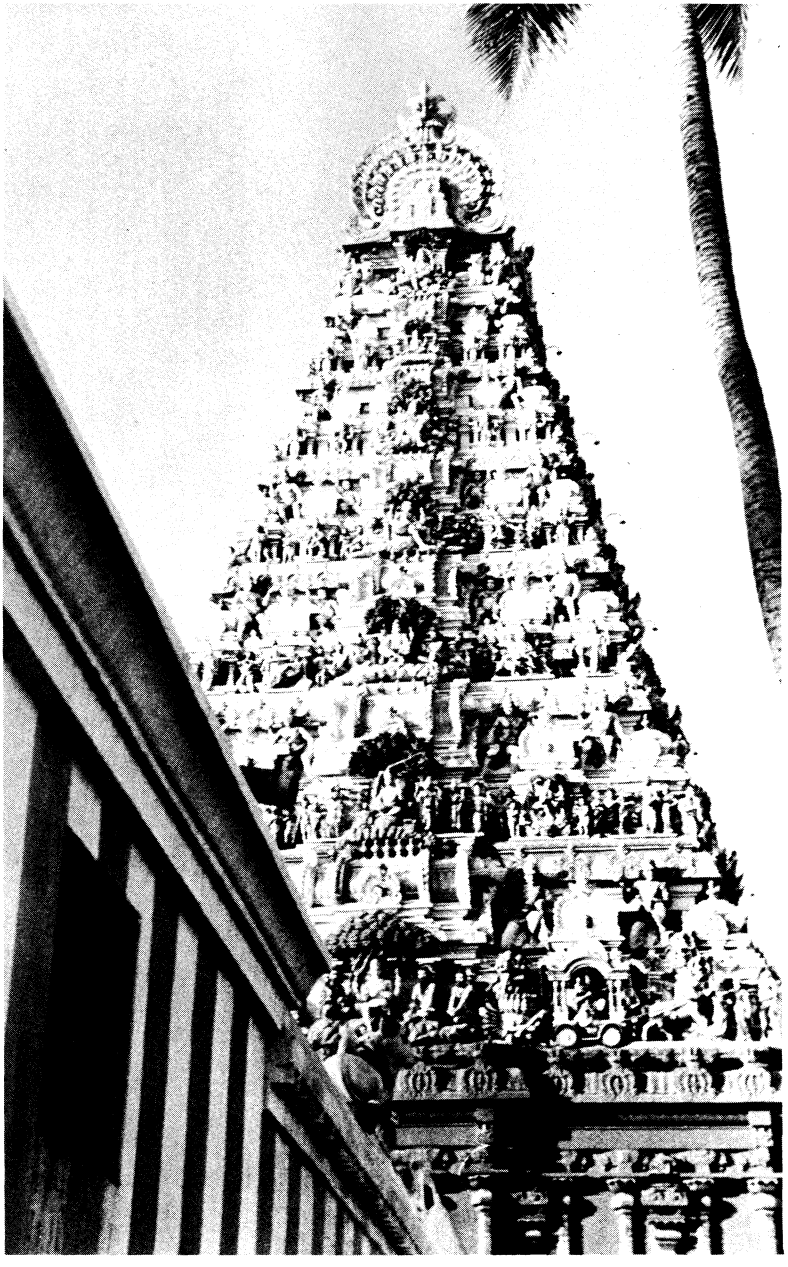
The beauty of the redwoods in the United States

and of the deserts in the Middle East

A fjord in Norway

A Japanese flower arrangement

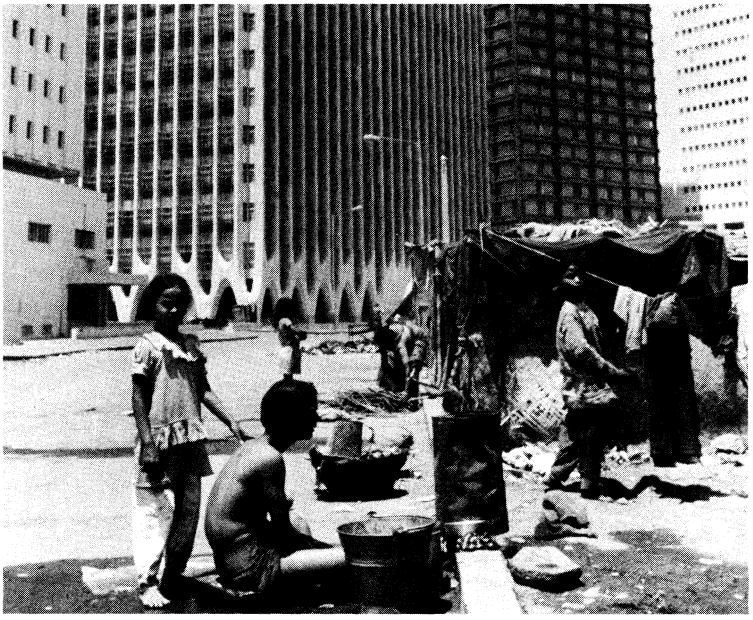
and a Nigerian sculptor



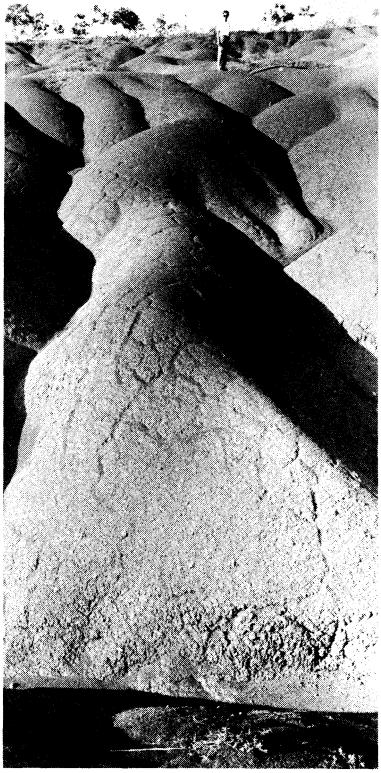
The beauty of a temple in India

But an ugly world, too.

With famines



and poverty in the midst of plenty



An eroded earth

. . . and The Bomb

Chapter 2

Some Recent and Possible Future Changes in the World and in the United Nations System

As we consider with concern our planet and its people, we can probably agree that the chief characteristic of our times is change. Sometimes the shifts are minimal, gradual, quiet,—even subtle. At other times they are major, sudden, sharp,—sometimes terrifying.

Glance back a few years and then take a look at the contemporary scene and you will realize again what astonishing changes have taken place in the last half-century. The enormous increase in the use of automobiles, airplanes, and other modern means of transportation. Radio and television. Communication satellites. Wonder drugs and contraceptive devices. The rise of new nations. The growth of regional and international organizations and institutions. The energy crisis. The population explosion. Concern about the environment. The revolts of women and youths. World trade and the rise of transnational corporations. The atom bomb. The "discovery" of outer space and the sea beds. And the claims of the Third World nations for a greater share in the world's riches.

And that is not all. Perhaps you would like to add to this list. If so, what other dramatic and far-reaching changes would you include?

Intrigued as we may be by the past, especially the last few decades, our concern should be chiefly with the foreseeable future. That should be especially true of educators who are entrusted with preparing boys and girls and young people for the future, as well as readying them for the present.

Unfortunately (or is it fortunately?), we cannot predict what will happen in the next few years, let alone in the next quarter or half century. Various scenarios for the future have been sketched by the prophets of gloom and some as well as by the prophets of hope and confidence. At one end of the continuum is the prediction of a global holocaust of nuclear weapons and biological warfare, ending in the

extinction of humans on this planet—or in world chaos. At the other end of that continuum is the prognostication of the gradual creation of a more peaceful, just, and humane world society.

As educators it might be wise for us to confine ourselves largely to current trends and to the most likely changes in the immediate future, ruling out the extremes mentioned above.

Of course no two persons would draft the same list of present trends. Here is one such inventory, compiled by the author of this book. You might like to consider it as a draft which you are to edit. Here is my personal statement on current trends and possible changes in the near future:

1. A world today of over five billion "neighbors"—and of six, seven, or eight billion in a few years.
2. A world with millions of refugees from their homelands, plus millions of migrant workers or "guest workers" in nations other than their own—with a continuing stream of such persons in the years ahead.
3. A world with oppressed minorities in every nation, with increasing opportunities for them in some countries. Yet a world with oppressed minorities (or majorities) demanding and receiving at least some of their rights in the foreseeable future.
4. A world wrestling with the question of population control—with increased efforts to restrain population in the next few decades.
5. A world of airplanes, jets, spaceships, and other new means of transportation, as well as global radio, television, telephones, and an astonishing array of new computers—and a rapid increase in the use of these and similar inventions in the next few years.
6. A vast array of scientific and technical knowledge, very unevenly divided among nations, with a tremendous expansion of such knowledge in the foreseeable future and a wider distribution of such knowledge among nations.
7. A world of limited resources, unevenly divided, with a greatly increased demand for such products, and with some world-wide planning for the use of these and other new resources in the future.
8. A world today with an increasing gap between the rich and the poor nations—with more strenuous efforts in the future to close that gap.

9. A world with much industrialization, but still concentrated in a few countries—but with more attention in the future to service jobs in the present industrialized nations and a better balance in the Third World countries between industrial and agricultural needs.
10. A world uncertain at present as to how much to control world trade, with a probable trend in the future toward more world-wide planning.
11. A world with an increasing number of powerful transnational corporations—with more of them and more control of them in the years immediately ahead.
12. A world with some concern about environmental problems—and with much more concern in the future.
13. A world with vastly increased urbanization in recent years—and with further urbanization to come, as well as progress in some areas on the problems of cities.
14. A world with increasing interdependence—with a growing need for more and stronger regional and international organizations and institutions.
15. A world spending phenomenal sums on armaments—and a gradual realization of the pitfalls of such expenditures—with some eventual curbs on the arms race.
16. A world whose people are demanding more education, despite limited resources in their countries—and with increased attention to education in many countries in the 21st century.
17. A world with many new nations—and a few new ones to be formed.
18. A world with a broad-based United Nations System—with more power eventually given to that broad complex of agencies and commissions.
19. A world with several value systems in conflict—within nations as well as among them—and an increased search for areas of world- wide agreement.
20. A world with leisure for some—and more leisure for more people in the foreseeable future.
21. A world with tremendous creative activity in the arts—and with even more in the years ahead.

It is possible, even probable, that this list of trends will not satisfy you. What trends would you eliminate? What ones would you add? What further editing would you like to do to this statement?

Without being an alarmist, it should be evident from the foregoing

items that our planet and its people face staggering problems. In a sense ours is a planet in peril. As Lady Barbara Ward, the distinguished British economist and author, wrote a few years ago:

> A man can go safely to sleep fishing in the middle of a quiet lake. But if he is out in the rapids, he had better reach for a paddle.

Today more and more people are being jolted into the realization that we are out in the rapids and that we need to be reaching for several "paddles." Much more will be written about that dire situation in the rest of this volume.

Some Changes in the United Nations System

Nor has the United Nations System remained static in the 42 years since its formation in 1945. Much has been written on the changes in that far-flung organization; here we shall merely mention a few shifts in that international organization as background for our later comments on learning about the world, including the U.N. Here are a few of those changes:

1. The membership of the U.N. has grown from 51 nations in 1945 to 159 in 1987. Most of the new members are the new nations or the so-called Third World economically.
2. The Security Council and the Economic and Social Council have been enlarged to provide better for the increase in member nations of the U.N.
3. The General Assembly has increased in importance and the Security Council has declined in power and prestige.
4. Arabic has been added to Chinese, English, French, Russian, and Spanish as one of the official languages of the U.N., attesting to the prominence of the Middle East and North Africa in that global body.
5. The U.N. System today deals with many more topics than it did in its early years, as well as with several problems in greater depth than it once did. Among them are such topics as development, energy, the environment, human rights, outer space, the sea beds, terrorism, trade, and women's rights.
6. The Trusteeship Council has virtually worked itself out of business—and in a short span of time. Soon it should end its existence; its work accomplished.
7. To deal with its expanded membership and its expanded

agenda, several new agencies, commissions, and committees have been formed.

8. The influence of the super-powers has declined in the U.N. System and the power of the Third-World countries increased. Some group or bloc voting persists in various aspects of the family of U.N. organizations.

Conclusion. Such are some of the characteristics of our world and the U.N. System in the late 1980s, and some of the changes that have taken place or might take place in the foreseeable future.

Of course changes imply choices. And the ability to cope with changes and to make wise decisions is a sign of vitality and maturity on the part of people, groups, nations, and international organizations. How the people of the world and the U.N. System make choices in the immediate future will largely determine whether our world becomes more disintegrated or more integrated. Among the many choices to be made are the setting of our global goals and the selection of methods or processes to be used in meeting problems—whether by confrontation and conflict or compromise and consensus.

The choices also depend in large part on the teaching in our educational institutions in the next few years. To such teaching we turn more specifically in the next chapter.

Chapter 3

Some Obstacles to Learning about the World and the United Nations System

If a peaceful, just, and humane world is to be achieved in the decades immediately ahead, every person on our planet today needs to be involved in educational programs which provide them with a cockpit or spaceship view of the world rather than being limited to a porthole view of their local communities and nations, important as those governmental units are. All of us need to have our empathy for our fellow passengers on Spaceship Earth expanded and enriched, our skills of communication sharpened, and our abilities to cope with some of our common international problems increased.

In brief, we need to learn what the great Russian writer, Leo Tolstoy, meant when he wrote, "I understand now that true welfare is possible for me only on condition that I recognize my fellowship with the whole world."

What a staggering assignment that is for educators in every part of our planet. As René Maheu, for several years the Director General of Unesco, phrased it, "What is required is nothing less than to invent a new pattern for mankind." Or as the international commission appointed by Unesco to study education around the globe, commented in its volume: *Learning to Be: The World of Education Today and Tomorrow,* "Education is now engaged in preparing men for a type of society which does not exist." Perhaps it would have been more accurate if they had written that education "*should* be engaged" in such preparation" as it is doubtful if the schools of any nation today are really educating their students for the latter part of the 20th and the first part of the 21st centuries.

Is it possible to educate people for the new world in which we are living—developing individuals who are concerned about and loyal to humanity, as well as to their families, local communities, and nations? Listen to the testimony of two forward-looking persons from different continents as they reply to that question. Laurens van der Post, the South African liberal and writer, once commented that:

> Already there seems to me to be in existence a new kind of human being who is living ahead of the meaning of our time, knowing only that meaning has to be lived before it can be known, and that every step of the exacting journey has to be accomplished before new being can be discovered. Already in the world are many individuals who are so strongly attacked by this contemporary reality that they experience inadequacies of their communities as sickness of their own physical being.

Kenneth Boulding, the British-born, eminent American economist, has written on this theme:

> There is in the world today "an invisible college" of people in many countries and many different cultures, who have this vision of the nature of the transition through which we are passing and who are determined to devote their lives to contributing towards its successful fulfillment. Membership in this college is consistent with many different philosophical, religious, and political positions. It is a college without a president, without buildings, and without organization.

He then cited Pierre Teilhard de Chardin, Aldous Huxley, and H. G. Wells as "graduates" of that invisible institution.

In the forward-looking recommendation passed by the General Conference of Unesco in 1974, the representatives of most of the governments of the world affirmed their belief that education for international understanding, cooperation, and peace, and education relating to human rights and fundamental freedoms is not only desirable, but possible.

Despite the need for such a broadened type of education, efforts to develop programs around the world commensurate with current needs are still meager. Only one nation, Sweden, has engaged in a thorough and broad-based investigation of how its entire educational system can be internationalized—a study begun in 1968 and continuing for several years.

Several nations in recent years have increased their teaching about the United Nations System and a few have increased their instruction on human rights, including India, Malta, New Zealand, the Philippines, Poland, Sri Lanka, and Sweden.

Perhaps the largest gain in recent years has been in the extension of the worldwide chain of Unesco Associated Schools, now involving over 2,000 institutions in 96 countries. Such schools have made some effort to internationalize their curricula or to engage in some work related to the worldwide community.

For most schools throughout the world, however, there have been few changes; teaching about the world is still limited in most educational institutions.

Such a situation is sad, even frightening, in view of the crucial importance of such instruction. Perhaps it would serve a useful purpose at this point to suggest some of the obstacles which seem to prevent the cultivation of international consciousness in the schools of the world. Here are a few possible explanations. Readers may want to consider whether they apply to the schools they know.

1. A Lack of Governmental and Administrative Leadership. Since education in most nations today is centrally controlled, it is to the officials of national governments and their educational ministries that one must first look for leadership in fostering education for peace, understanding, and cooperation.

Yet such leadership in nearly every nation is lacking. Perhaps such officials are too busy with the pressing day-to-day administration of their national systems to undertake long-term examinations of the international dimensions of their educational institutions. In the case of the new nations, they may be so concerned with the importance of developing a national consciousness that they have neglected the equally important task of education for world consciousness.

In nations like Australia, Canada, and the United States, with decentralized educational systems, the major responsibility for leadership in extending the dimensions of education must be assumed by educational officers in the states or provinces. But in such systems teachers organizations and various community groups can be important catalysts for change. Except in a few instances, however, there have been few demands for extended changes in curricula to broaden the horizons of children and young people.

2. The Fear of Disloyalty to One's Nation. In the new world in which we are now living, the ordering of one's loyalties has not yet been worked out satisfactorily by most people, including educators. Some feel that they cannot be loyal both to their nation and to the worldwide community. Or they fear that they may be criticized or even lose their jobs if they become too involved in international education. Occasionally such fears are justified; more often they are not.

Often such fears even prevent teachers from discussing controversial issues in their classes. That situation was considered not long ago at a meeting of 13 consultants in Paris, called together from 12 member states to discuss ways of implementing the 1974 recommendations of Unesco on education for international understanding. Here is what that group of distinguished educators reported:

By its very nature, international education involves the treatment of political and ideological questions. In many countries teachers are wary of doing this, fearing it may become a form of indoctrination. Guarantees against such a development should be created. For example, students should learn more about different socio-economic systems so that they might, on the one hand, understand better the complexity of international relations and, on the other, be in a better position to make informed choices and decisions. Unesco might assist by helping in the preparation of teaching materials on issues with difficult political implications. On such issues all governments have policies, and students can examine the policies of their governments concerning them, as well as the position taken by political parties, labor unions, churches, and other institutions of their society.

On the question of multiple loyalties, some readers might be helped by the statement of two famous political leaders. The first was written by Leon Blum of France in his book *For All Mankind*. It said:

> Love of country is eternal. It is on the same place as love of family, love of one's native town or village, of all the fundamental realities that in our heart of hearts we hold nearest and dearest. But I am quite sure that there is nothing incompatible between patriotism and humanism, or, if you like, between national and international loyalties. Love of a nation and love of the human race can co-exist in the same conscience as naturally as patriotism and love of family or patriotism and religious belief.

On the same subject Mahatma Gandhi of India once said:

> It is impossible for one to be an internationalist without being a nationalist. International is possible only when people belonging to different countries have organized themselves and are able to act as one man. It is not nationalism that is evil; it is the narrowness, selfishness, exclusiveness which is the bane of modern nations which is evil. Each wants to profit at the expense of, and rise on, the ruin of the other.

Surely what we need to do is to develop multiple loyalties. Loyalty to the international community or to the human race should not supplant loyalty to the nation; it should supplement it. Loyalty to the international community or to humanity should not contradict loyalty to the nation; it should complement it. Certainly no one today can be an effective citizen of a nation without being informed about, interested in, and involved with international affairs.

3. The Inadequate Background of Teachers. Of course very little progress will be made in internationalizing education unless we educate millions of teachers with international or world horizons. New curricula can be fashioned and new courses of study introduced, but they will not be effectively implemented without teachers who believe in the importance of the international dimensions of learning and are informed enough to teach adequately about the world scene yesterday, today, and tomorrow.

As this author of this book pointed out in his volume on *World Horizons for Teachers,* such instructors need to be people who can live at peace with themselves and hence with others. They need to be rooted in their own country and culture and yet be able to appreciate and empathize with the people of other countries and cultures. They need to be concerned about and committed to the improvement of life for all the people on our planet. They need to be willing and even eager to help transmit the best from the past to their pupils, but also willing and eager to help transform contemporary society. They need to be able to live effectively in a revolutionary world and to help their students to do the same. And they need to be buttressed in their efforts by a religion or philosophy of life. In short, such teachers need to be secure people, mature people, nationally and internationally oriented people.

There are a few such teachers in different parts of the world today but the need is for millions of world-minded instructors. Perhaps the lack of enough such persons is the greatest obstacle at present in our efforts to teach about the world.

In Chapter Nine we will explore some possibilities for the improvement of teacher education for international peace, understanding, and cooperation.

4. A Crowded Curriculum. Asked about their resistance to more and better teaching about the international community, national officials, administrators, curriculum specialists, and classroom teachers often reply that the curriculum is already crowded and that there is already far too much to teach.

That reply begs the question. If teaching about the people of the world, about countries and cultures, about world problems and the varied ways in which to deal with them, and about the U.N. and its agencies is important, then room must be found for those and other topics. Most people would agree that the purpose of education is to help prepare boys and girls and young people for the present and future; surely such topics as we have just mentioned are an important and integral part of such preparation. Perhaps what is needed at this juncture

in history is a new look at the total offerings of schools to determine what is relevant and what is irrelevant in current instruction.

At a conference of educators from 13 countries in the Caribbean, held a few years ago under the auspices of the World Federation of United Nations Associations the question of obstacles to teaching about the world and the U.N. System was considered. In the summary of their conference those educators said:

> The first (objection raised) is that curricula are already crowded. That curricula are crowded is true. The fact, however, is that they contain much "dead-wood." What is needed in every country is a comprehensive curriculum reform to suit the requirements of our present day. If such a reform is carried out, place will be found for education about the United Nations.

5. Failure to Incorporate the International Dimension of Education in All Parts of School Programs. In recent years many schools in different parts of our globe have begun to celebrate United Nations Day, Human Rights Day, or other occasions of worldwide significance. Many schools have also added a unit or a series of lessons on the U.N. somewhere in the on-going curricula and/or they have incorporated the study of a country other than their own in their programs.

Commendable as such revisions are, they can represent a false approach to international education—the idea that studies of the world and the U.N. System can be added to the current curriculum as one might add a room to a house, when actually the foundations need to be strengthened or altered and the whole house renovated, or that celebrations of special days or weeks are sufficient in teaching about the U.N. System.

As educators we need to realize that every subject can be used in varying degrees to promote the study of our contemporary world. We need to understand that children of every age can at least be introduced to the world. We need to appreciate and act upon the fact that extracurricular or co-curricular offerings have an integral part to play in educating boys and girls and young people for effective living in the international community of the latter part of the 20th and the first part of the 21st centuries.

In Chapter Seven and in Chapter Eight we will offer several suggestions for ways in which the international dimension of education can be included in almost every subject field and at every age level.

6. Unimaginative Teaching About the World and the U.N. System. What an incredible "textbook" the world can be for imaginative

curriculum planners, authors of in-school and out-of-school materials, and teachers. How much it can reveal about the rich variety of human beings on our planet, the similarities and differences among the billions of inhabitants on our globe, the reasons why people live as they do, and our common as well as our divergent problems.

Through pictures, films, filmstrips, recordings, television, and books students everywhere can be enriched by learning about other human beings. They can prepare and eat the foods which people in many different places enjoy. They can listen to the music of various ethnic, national, and cultural groups. Through the use of reproductions, slides, and films they can wander through the Louvre in Paris, the Prado in Madrid, the Hermitage in Moscow, the Museum of Modern Art in Mexico City, and any of the new and novel museums of Africa, such as the one in Sierra Leone. They can learn about the abject poverty of people in the bustees, favellas, gecekondu, or slums in our burgeoning metropolitan centers and explore such new, planned cities as Brasilia in Brazil, Changigahr in India, or Tapiola in Finland.

In similar ways boys and girls and young people can ride in their imagination in the jeeps or trucks of field representatives of Unicef or the World Health Organization as they take needed supplies to remote villages; tramp through the rice or wheat fields of Mexico, the Philippines, or Pakistan with the representatives of the Food and Agricultural Organization as they inspect the plantings of the new strains of grains which are a part of The Green Revolution; or sit in on discussions at the U.N. on disarmament, development, or new sources of energy.

These and scores of other possibilities for imaginative teaching about the world and the U.N. System are possible. Such activities are now being experienced by some children in various parts of the world but they are, unfortunately, the exception rather than the rule.

One of the major obstacles to arousing interest in the world is the lack of such creative teaching-learning experiences for students.

7. The Inadequacy of Teaching Materials. One of the major reasons for the lack of imaginative teaching about the world and the U.N. System is the paucity of accurate but interesting learning materials such as posters, pictures, slides, films, filmstrips, tapes, and textbooks.

In the 1950s, 1960s, and 1970s there was a flurry of interest in several countries in producing materials which reflected better than before the new world in which children and young people were growing up and in introducing them to various aspects of the United Nations System.

Unfortunately that movement was short lived and there has not been much done to produce teaching materials with a global dimension in

recent years. In fact there has even been some loss in the number of existing materials on the world and the U.N. which have been distributed in recent years compared to that earlier period.

Of course the textbook is the keystone to learning in almost every school in the world. In fact, many schools and teachers reply almost exclusively on textbooks for the materials their students study.

But it takes almost an educational earthquake to bring about new textbooks. They take enormous sums of time, energy, and money to produce. Hence new books are seldom prepared and old books are only infrequently revised.

And most existing textbooks throughout the world are inadequate for teaching about the world of our day—and of the future. For example, a perceptive report on *In-School Development Education in the Industralized Countries: A Six Country Comparative Study* was issued in 1974 by Unesco and the Food and Agriculture Organization. In that report a survey of 120 texts used in German schools was made, comparing books used in the period from 1958 to 1960 with those used from 1968 to 1970. The results were most discouraging. In the earlier period some textbooks divided the world into "the men of civilization" and "the men of nature," and the men of civilization were all from Europe. There was some improvement in the texts used in the more recent years but they were still heavily tilted toward the people of the industrialized countries.

In that same report there was a section devoted to textbooks in the United Kingdom which stated that of 40 volumes containing data on The Third World, half contained inaccurate facts and a lack of world perspectives, were ethnocentric, and perpetuated prejudices and stereotypes.

Furthermore, the Swiss reported that the textbooks used in the French-speaking sector of that nation had been critically examined and that they "proved useless as far as development education was concerned." In a slightly more optimistic vein, they reported that some changes in those books were underway.

In 1976 the Asia Society, a private organization in the United States, reported on an extensive study of what was said about that part of the world in the various textbooks in the U.S.A. It suggested that there had been substantial gains in recent years in their portrayal of Asian lands and peoples. Nevertheless they maintained that the results were also disturbing. For example, they referred to the imbalance of Asian and Western history taught, the portrayal of Asian history as "stagnant" before that region was involved with the West, and failure to use alternative ways of measuring the worth of any society. Furthermore, that report mentioned negatively the inclusion of ethnocentric end-of-the-

chapter questions and teacher guides and much out-of-date information. And those were only a few of the criticisms contained in that study.

Fortunately educators have a report on a fascinating textbook project carried on by the Georg Eckert Institute for International Textbook Research and published in 1977 with the title *Promoting International Understanding Through School Textbooks*. In addition to valuable information about the project itself, it has reviews by French educators of a Venezuelan text, a German (Federal Republic) review of three Kenya history texts, an Indian review of one Japanese history text, a Japanese review of one French geography text, a Kenyan review of five United Kingdom geography texts, a United Kingdom review of Indian texts, and a Venezuelan review of two German (Federal Republic) history texts.

Certainly many criticisms could be made of the accuracy and "slant," of the textbooks of every country in the world.

Conclusion. In this chapter we have suggested seven of the major obstacles to quality teaching about the world and the U.N. Which of these criticism apply to the teaching in your school and/or school system? In your nation? What other obstacles would you add?

The picture presented here is a pessimistic one. Therefore let us turn to some suggestions for better approaches to the immense and important task of introducing boys and girls and young people to our widening world. That will be the theme of Chapter Four.

Chapter 4

Education for the Twenty-First Century: Some Central Themes

Some people say that the world is growing smaller. In a sense that is so, due to such modern miracles as supersonic airplanes and communication satellites. But in another sense it is growing larger, inasmuch as well-informed individuals today need to know about events in all parts of the globe in our increasingly interdependent world.

To live in this new world peacefully and effectively in the latter part of the 20th and the first part of the 21st centuries, a new type of education is demanded—an education for life on Planet Earth with its more than five billion neighbors.

Child-centered schools are still important. Community-centered schools are needed even more than in the past. Nation-center schools are vital in an inter- national world.

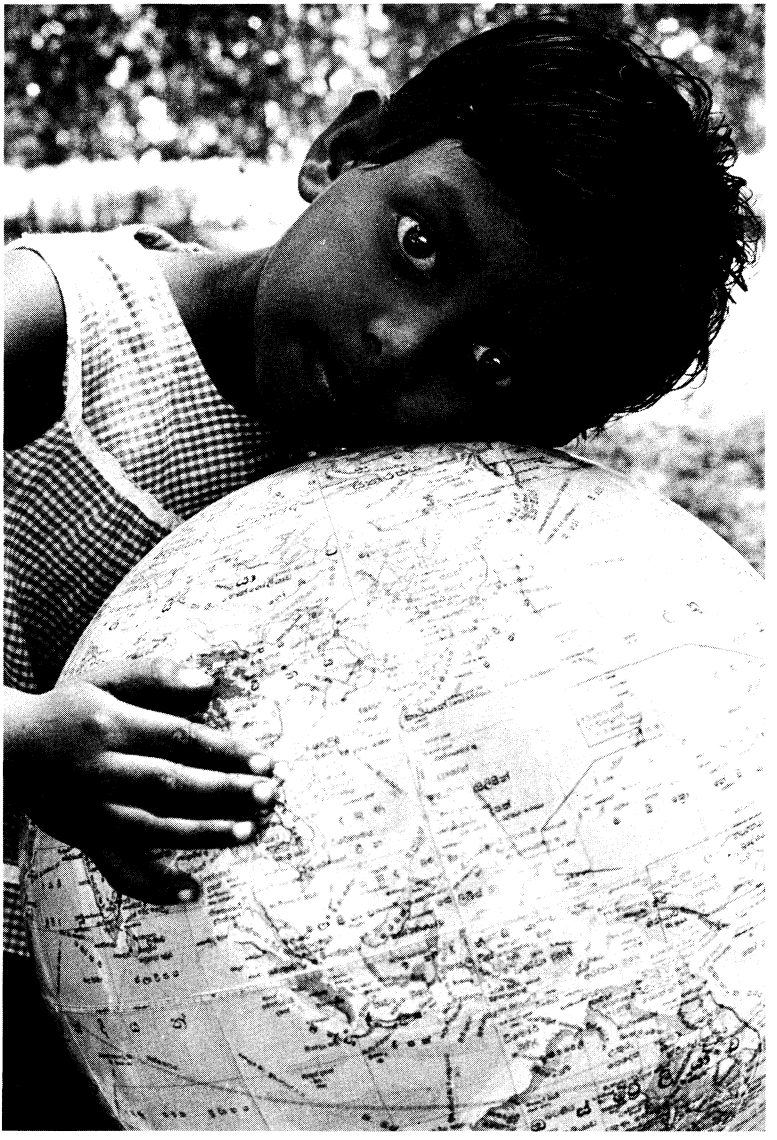
But, in addition to those three major emphases, we now need schools with an international dimension—world-centered schools. In them students would develop the attitudes and values, acquire the skills, and attain the knowledge that would help them to live constructively and creatively with their fellow human beings in the international or global society which is slowly and sometimes painfully emerging currently.

Students in such schools would be loyal to their families and friends, to their communities, and to their homelands. But they would also be developing loyalty and concern for the well-being of their fellow passengers on Spaceship Earth.

Such schools are not the dreams of impractical idealists; they are the goals of realists who know that such institutions and programs are needed for our survival and for the improvement of the quality of life for everyone on our globe.

Support for this type of forward-looking education was included in the Universal Declaration of Human Rights adopted by the United Nations in 1949. In that famous document, this statement appears:

> Education shall be directed to the full development of the human personality and to the strengthening of respect for human



A child from Sri Lanka embraces the world

rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial and religious groups, and shall further the activities of the United Nations for the maintenance of peace.

A more explicit statement was adopted by the General Conference of Unesco in Paris in 1974. The recommendation passed there underlined the relevancy and importance of education for international independence and solidarity, calling for "an international dimension and a global perspective at all levels and in all forms." It urged a type of education which would foster "an understanding and respect for all peoples, their cultures, civilizations, values, and ways of life," "an awareness of the global interdependence between peoples and nations," and "an understanding of the necessity for international solidarity and cooperation."

That statement recommended the broadening of the frame of reference of education in all parts of our planet. It was a landmark in educational and world history—a statement which may be ranked some day as one of the documents which served as a catalytic agent in bringing about far-reaching changes in education around the globe.

A Frame of Reference for Studying the World and the United Nations System

Translating such broad phrases of intent into practical day-to-day plans in classrooms is a tremendous task in which millions of educators, parents, out-of-school group leaders, representatives of the mass media, government officials, and others should be deeply involved for years to come. But such planning needs to begin NOW.

This will not be an easy task because nearly all schools today are preparing boys and girls and young people for some bygone era rather than for the later years of the 20th century and the early years of the 21st.

Furthermore, the terms used to describe such an education are broad, vague, and capable of varied interpretations. For some educators the task is so far-reaching and threatening that they recoil from undertaking it.

Of course it is difficult to make suggestions for studying the world which can be applied to the many kinds of school systems around the globe. Some curricula are developed at the local level; most are planned at the national plane. In addition, there are many agencies of society other than the schools which should contribute to plans for updating

education for life in the international or global community of today and tomorrow.

Perhaps one practical way to stimulate thinking on the part of the wide variety of people concerned with formal and informal education is to suggest some broad themes which can serve as guidelines for planning studies of the world and the U.N. in every nation. Such themes have implications for all or nearly all levels of learning, all or nearly all subject fields, and for various out-of-school agencies.

Those topics should not be considered as possible courses of study. They are more like the themes in a symphony which keep recurring, with variations, many times.

Such themes should prove useful in several ways. Individual teachers might well examine them to see how they can use them to enrich and expand their current day-to-day teaching. Groups of teachers, organized by subject fields or by levels of learning, can think about them in connection with their current instruction. Those themes can be used, also, by the staff members of individual schools or school systems where curriculum planning is done at the local level. And they can be used by officials at the national level as they develop programs for large geographical areas. In slightly different ways they can be used by parents to examine the education about the world offered their offspring and by persons in charge of out-of-school organizations for children and youths.

At a meeting in Paris in 1980 of representatives of the 1400 schools around the world* involved in the Unesco Associated Schools project, it was recommended that those institutions and others consider four global themes for emphasis. They were (1) world problems and the role of the U.N. System in solving them, (2) human rights, (3) other countries and cultures, and (4) man and his environment.

Others might emphasize different themes. Here are 13 such topics which this writer feels are important for schools everywhere. Where there are two parts to the titles of such themes, the first is intended for young pupils and the second for older students. In every instance the world "our" is intended to encourage identification with the emerging international community. Obviously the last four or five topics are intended for older students. Most of these themes can be handled in a simple or in a more sophisticated manner, depending upon the age level or maturity of the pupils. Those themes are as follows:

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*In 1987 there were over 2000 such schools in 96 countries.

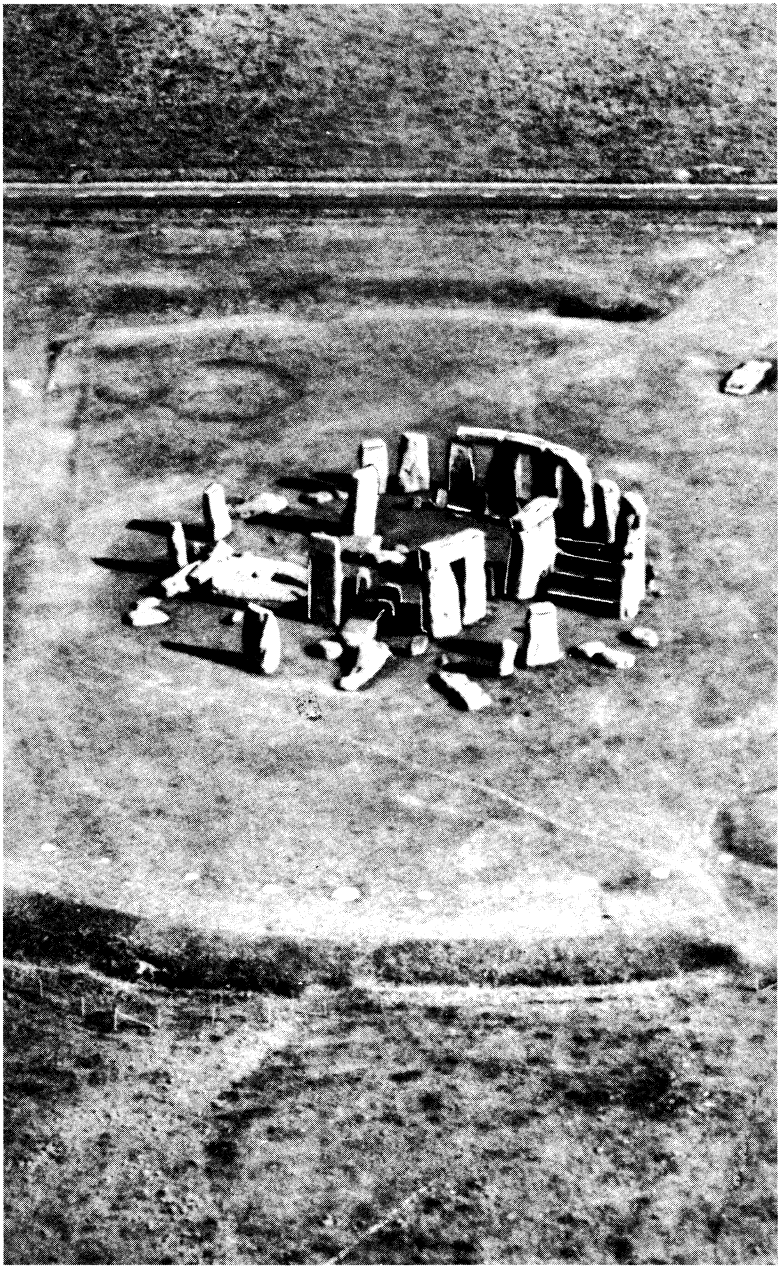
1. Our Spaceship Earth: Planet Earth
2. Our Fellow Passengers on Spaceship Earth: The People on Our Planet and Their Ways of Living
3. Our Work Around the World: The International Economy
4. Our Communications and Transportation
5. Our Food and Health
6. Our Schools: Education Around the World
7. Our Fun and Beauty: Creativity Everywhere
8. Our Communities: Human Settlements Around the World
9. Our Nation and Other Nations
10. Our National History and Our Common World History
11. Our Conflicting Goals, Ideals, and Values, and Our Common Goals, Ideals, and Values
12. Our Increasing International Interdependence
13. Our International Problems and International Organizations As Means of Coping With Them.

Let us examine each of these themes briefly here, with further consideration given to them in other chapters of this book.

1. Our Spaceship Earth: Planet Earth. Only recently have we begun to realize that we have only one earth and that we must learn to use it wisely or we will not survive as a human species. The seriousness of our current situation and the urgency of action were expressed admirably by Barbara Ward and René Dubos in their volume *Only One Earth,* commissioned for the United Nations Conference on the Human Environment, held in Stockholm, Sweden, in 1972. In that book the authors pointed out that:

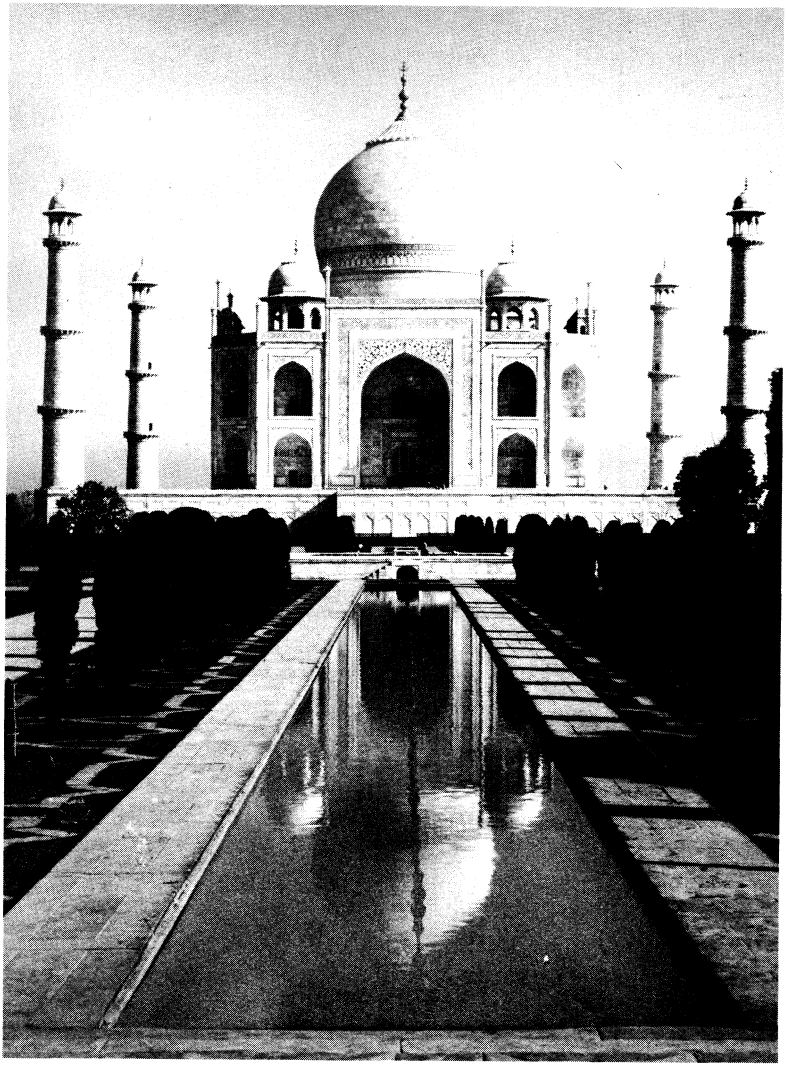
> In short, the two worlds of man—the biosphere of his inheritance, the technosphere of his creation—are out of balance, indeed potentially in deep conflict. And man is in the middle. This is the hinge of history at which we stand, the door of the future opening onto a crisis more sudden, more global, more inescapable, and more bewildering than any ever encountered by the human species and one which will take decisive shape within the life span of children who are already born.

Other scientists have supported their contention of a possible catastrophe unless the search for a better-managed world is intensified. In the volume on *Who Speaks for Man?,* written for the same environmental conference, the Norwegian anthropologist and explorer, Thor Heyerdahl, called our planet "a spaceship without an exhaust pipe," saying that "no chimney is tall enough to pierce the atmosphere and send our



Developing pride in our past—Stonehenge in England

St. Basil's Cathedral in Moscow



The Taj Mahal in India

fumes into space." Officials in the Food and Agriculture Organization of the U.N. have warned that most of the suitable land for farming has been utilized and that intensification of management rather than the expansion of farming into marginal lands is our chief hope for the future. And Aurelio Peccei, an Italian consultant on engineering and economic development, has argued that "if mankind keeps growing according to the present tendencies and the related forecasts, it will soon saturate the earth, overshoot the physical limits of its supporting capacity, and finally collapse."

Confronted with the possibility of such a bleak future, isn't it time that the schools of the world, as well as other agencies of society, included in their programs education about our global environment, and attempt to develop in children, young people, and adults a desire to be caretakers of our planet, custodians of our environment?

Fortunately some scientists point out that our planet can be saved if we really want that to happen; there are hopeful factors—such as the discovery of new supplies of raw materials and new technological inventions.

Like most of the themes listed earlier, this study of the earth as the home of human beings can be carried on with persons of all ages, from young children to senior citizens. Therefore such programs can be continuous, comprehensive, and cumulative.

This topic can be an exciting one for children as they become junior explorers of the earth, first in their local communities and then, in their imaginations, in more distant places. Older boys and girls can study the location of the world's resources and the frequent connection between the ownership of such resources and international conflicts. They can learn about climate and climate control, the scientific management of the earth's surface, the depletion and pollution of our environment, and the search for new sources of energy. And they can explore outer space and the seabeds of the world as developing areas.

There are many ways in which this theme can be related to the work of the United Nations because so many of its component parts are involved in preserving the earth and using its resources wisely. There is the work of the World Meteorological Organization, the Food and Agricultural Organization, and the International Bank for Reconstruction and Development—and its affiliated bodies. There is the story of the International Institute of Seismology and Earthquake Engineering, located in Tokyo, Japan, and supported by the United Nations Development Program. There is the United Nations Committee on the Peaceful Uses of the Seabed and the work of the U.N. in outer space. High on the

list of possibilities for teaching is the work of the United Nations Environment Program with its headquarters in Nairobi, Kenya, and the various conferences it has sponsored. Unesco, too, is involved in such work, with its long-time interest in restoring the arid lands to life, with its programs in oceanography, its Man and the Biosphere Program, and its studies of earthquakes and other natural disasters.

But teachers need to recognize that studies of the earth as our common spaceship should not be confined to problems. They also need to stress the beauty and the mystery of our earth—the force of gravity, the balance of nature when undisturbed by humans, and the movements of the earth in space. They need to help students to marvel at the sun as our heating plant, the rotations of the earth as our calendar, and the air-conditioning of the earth by the atmosphere. They should encourage students, also, to appreciate the beauty of the forest floor and the sea beds and to sense the special kinds of beauty in deserts and mountains. Awe and wonder as well as concern for the environment should be an integral part of teaching about the earth.

Fortunately such studies can be carried on everywhere, even in the many schools which lack scientific equipment, because the great out-of-doors can be the laboratory for learning about day and night, the solar system, the climate, and the possibilities for the improvement of the local environment. Scores of suggestions can be found in *The New Unesco Book for Science Teaching* with its many ideas for making inexpensive equipment and teaching science with little paraphernalia.

2. Our Fellow Passengers on Spaceship Earth: The People on Our Planet and Their Ways of Living. If your author had to condense everything in this volume to one word, that word would be PEOPLE. Trying to understand the infinite variety of human beings and their different ways of living around the globe should be the central aim of studies of the world. It is a life-long process in which everyone should be engaged. And it can be an exciting and enriching experience, even though often difficult and baffling.

Many disciplines can contribute to such studies, but the best clues may come from cultural anthropology. Particularly appealing is its "accepting attitude" toward differences, its emphasis upon the concept of culture as the totality of the behavior of any group, and its insistence that ways of living are learned.

Can such an enormous concept, covering billions of people, be summarized in capsule form? Possibly so. Centuries ago Lao Tse, the Chinese philosopher, stated it in six words—"People are born equal—but different." In a slightly different way, Lyman Bryson, the American educator, said a few years ago that "The final test of education for

international understanding is the ability to associate strangeness with friendliness rather than with hostility."

In the title of this theme we referred to "our fellow passengers on spaceship earth." For many children that can be a dramatic and understandable phrase. For others it will not be. So—whatever term fits best into the experience of your students, use it and get on with the task of helping them to understand the similarities and the differences among the people and peoples of our global community.

Hours and hours have been wasted in educational workshops and conferences arguing as to whether we should teach children about the similarities or differences among the people of the world. Actually we need to teach about both. Our similarities need to be discovered by learners, and emphasized. After all, we belong to one race—the human race, and our differences are few and in the long run relatively unimportant.

Our similarities, however, don't get us into trouble; our differences do. Hence the biggest job in teaching students, especially older ones, is to help them to discover the reasons for our differences and to learn to respect them. The ultimate goal is to help students appreciate and value differences, welcoming many of them as an enrichment to the world.

Like so many themes, this one begins in homes, long before boys and girls go to school. There children begin to learn to respect others or to denigrate them. There children learn to settle differences amicably or forcibly. There children learn caring and sharing or hoarding and hating. Many groups locally, nationally, and internationally need to examine the many ways in which the home can serve as the initial "school" for learning about people. Studies of those very early and formative years in relation to the promotion of intercultural and international education are crucial and yet scarce. Here is a field which many psychologists, international educators, parents, and teachers should cultivate, sharing their conclusions with the rest of us.

From the earliest years in school until students end their formal education, the study of people should be in the forefront of educational programs, from studies of family life by young children to studies of cultures, human rights, and prejudice by older students and future teachers. With older students, there can also be profitable studies of race and genetics, of demography, of refugees and migrants, of assistance to the mentally and physically handicapped, and of aid to older citizens.

The families of pupils and their local community should be the first "human relations laboratories" for such studies, with other families and communities around the world, various countries, and several cultures used later as case studies.

Fortunately almost all subject fields can contribute to the study of our fellow passengers on spaceship earth—such as science, social studies, art, music, and literature.

In such studies of people the entire United Nations System can be a major resource. Particularly important is the work which the U.N. and its various agencies, commissions, committees, and programs have done in the field of human rights. Then there is the work of the United Nations High Commissioner for Refugees, Unesco's several publications on race and apartheid, and the reports of the World Population Conference convened by the United Nations in 1974.

Particularly important with older students in studies of the world's people is the concept of pluralism. Examples of people and their problems—as well as their opportunities—can be drawn from any part of the world. Think, for example, of the possibilities of examining this idea as it relates to Canada, India, Nigeria, Singapore, South Africa, the U.S.A., and the U.S.S.R.

3. Our Work Around the World: The International Economy and Development. Students at various age levels also need to examine the world of work, with appropriate experiences for their stage of educational development, including examples from the local, national, and international scenes.

With young children such studies should certainly start with the various jobs in their local community. But they should not be limited to that geographical area. Increasingly pupils should be introduced to the world of work in other parts of their nation—and abroad.

Relatively young children can learn that most people in the world are still farmers and fishermen. They can learn something about how such people live and some of their problems—from the vagaries of the weather to their difficulties in obtaining credit for seeds, fertilizers, and machinery.

In simple ways children can also learn the basic concepts of economics—how the demand for products leads to specialization and markets, with the need for money or some other medium of exchange, and the importance of improved transportation.

Older students can handle a much wider range of topics and problems related to the world of work or the international economy. They can learn about the world's resources and their unequal distribution, about the thousands of jobs around the globe, about world trade, and about the competing economic systems. If they are mature enough, they can examine the problems of land ownership and the pressing need for land reform in many parts of our planet. They can also be confronted

Helping to alleviate problems—by planting trees—in Israel.

or by increasing the water supply—in Israel.

with the new phenomenon of transnational corporations and with the insistent demands of many nations for a new international economy.

At several points in such studies they should discover the centrality of poverty in the midst of plenty on our globe and the gap between the rich nations and the poor countries which Robert McNamara, the president of the International Bank for Reconstruction and Development for several years, once asserted was "no longer a gap; it is a chasm." Students in the richer nations might find it extremely helpful if they planned budgets for families in countries where the per capita income is $200 or less per year. And they should learn that poverty does not have to exist in our world.

Studies of the international economy should lead students to discover some of the tensions which have developed between the rich and poor nations, economically and politically, and the fact that many commentators maintain that the political axis of the world is shifting, or has shifted, from east-west to north- south.

Perhaps the opening sentence of Sudhit Sen's book *A Richer Harvest: New Horizons for Developing Countries* comes as close as any brief statement can in summarizing the plight of the world community regarding poverty and its attendant evils. Here is what that outstanding Indian agricultural expert and economist wrote:

> The most challenging task in today's world can be simply defined; how to rescue two-thirds of mankind from the age-old grip of dehumanizing poverty, compounded by a population upsurge; and how, with that end in view, to harness modern science and technology in the under-developed countries to produce enough food, to curb the runaway population growth, and to produce other essential goods and services to meet the minimal needs of civilized living.

There is, however, a positive side to be considered. Older students should learn what their nations are doing about economic improvement within their borders and on the international plane. They need to study the trend toward regional planning as evidenced by such groups as the Council for Mutual Economic Assistance, the European Economic Community, the Latin American Trade Association and the Central American Common Market, to name a few examples.

Finally, they should learn, too, about some of the organizations and programs of the United Nations System which are coping with the economic problems of the world. Some examples would be the United Nations Development Program and the International Development Strat-

egy for the Second United Nations Development Decade (in the 1970s), the United Nations Conference on Trade and Development, the General Agreement on Tariffs and Trade (GATT), the cluster of financial organizations around the International Bank for Reconstruction and Development, and the five United Nations Economic Commissions located in Addis Ababa, Ethiopia; Amman, Jordan; Bangkok, Thailand; Mexico City, Mexico; and Geneva, Switzerland.

Perhaps the most important single statement for older students to study is the history-making Declaration on the Establishment of a New International Economic Order, passed by the U.N. General Assembly in 1974.

4. Our Communications and Transportation. Each of these two general topics covers a vast range of ideas and each is of vital importance in our increasingly interdependent world. In the next paragraphs we will suggest a few pertinent factors for possible inclusion in school programs.

Young children in many parts of the world can learn a great deal from their local environment about communications, including newspapers, magazines, wall charts, radio, films, and television. In many places the problem of a variety of languages is important and can be explored profitably. Intriguing studies can also be made by young learners of "the silent language,"—communication by expressions, gestures, and movements.

Transportation can also be studied in the early years, starting with the means used locally, but fanning out to other parts of the nation and the world. Often there are many means of transportation in a community; the writer recalls vividly counting ten types in a short space of time in Karachi, Pakistan, ranging from rubber-tired-wagons drawn by camels, to jet planes. If the school is in a farming area, the importance of transporting the crops should be especially relevant.

Children are usually intrigued with animals and this interest can be utilized to study the use of several of them for transportation in various parts of our globe.

Boys and girls can learn, too, about bridges, tunnels, canals, subways, and other transportation devices. They may be interested also in the story of the Pan American Highway or the Asian Highway or in the efforts in Brazil to open parts of the interior of that large country by the building of roads. In such studies the possible effects of such construction on the ecology and on the local cultures should be kept in mind.

One part of the United Nations System which can be utilized effectively with younger children studying communication is the Universal Postal Union, with its headquarters in Berne, Switzerland.

Of course there are many more teaching-learning possibilities for older students. Here we will limit ourselves to a few of them.

One important and fascinating topic involves the ways in which countries have tackled the problem of more than one language in use in their country. Some examples would be Canada, Ghana, India, Kenya, Nigeria, Switzerland, the U.S.S.R., and Zambia. Are you aware of how each of these nations has tried to solve that baffling problem?

The importance of learning "foreign" languages can also be explored. Many older students will be interested in the special schools in some of the cities of the Soviet Union where all or almost all instruction is conducted in a language other than Russian.

The ways in which highways and railroads have helped to unify nations can also be a topic of interest and importance. Some examples which might be studied would be Brazil, Canada, China, Liberia, the U.S.A., and the U.S.S.R. Can you tell without consulting reference books how each of these nations has been affected by these special means of transportation?

Some pupils will be interested in learning where their news about the world comes from and how it is obtained and dispatched. This could lead easily to a study of world news agencies, such as Reuters, Tass, and the U.P.I.

There are many aspects of the United Nations System which can be drawn upon in studies of communication and transportation. Mention has already been made of the Universal Postal Union. Then there is the extensive work of the International Civil Aviation Organization, the World Meteorological Organization, and the Intergovernmental Maritime Consultative Organization. Unesco has been extremely active in the field of communications and many students will be interested in doing research on what it has accomplished. Especially helpful to teachers and some older students will be its annual volume on *World Communication,* a nation-by-nation analysis of the press, radio, films, and television. Many students will also be interested in the use of Arabic, Chinese, English, French, Russian, and Spanish in the U.N.—and why those languages are used.

5. Our Food and Health. These two topics, like transportation and communication, are almost always dealt with in schools all over the world. But the international dimensions of those topics are not always included. And they should be.

Young children can learn not only about the foods grown locally; they can learn about other foods grown under different geographical conditions elsewhere. They can ascertain why foods are grown where

they are and how they are cultivated and prepared for use in other parts of our planet.

Children can also learn with profit about the different customs in eating in different parts of the world as a part of this overall theme and as an aspect of learning to accept differences.

Boys and girls in many parts of the world already know about the lack of food and about poor health in their families and/or communities. In some parts of the world they may have first-hand knowledge of such facts because of the construction of a local or nearby health clinic or an immunization campaign in which local children have participated or will participate.

But children who are more economically fortunate also need to learn about food shortages and poor health. For example, local campaigns to assist the United Nations Childrens Fund (Unicef) can provide opportunities for boys and girls to learn about poverty, diseases, and malnutrition.

The three parts of the United Nations System which relate most closely to the topics of food and health and which children can understand in an elementary way are the Food and Agriculture Organization, the World Health Organization, and the United Nations Childrens Fund.

Older students need eventually to be confronted with the prediction that we will need to double or triple our current food production by the year 2000—and to grapple with the import of that startling statement.

They should learn, too, about the successful efforts in recent years to increase the world's food supply, due to such factors as the improved use of water, land reforms, price supports and the control of prices, and the development of new farm tools—such as the invention of small machines for use in rice paddies. They can learn something, also, about The Green Revolution in places like Bangladesh, Mexico, Pakistan, and the Philippines. But they likewise need to know that that particular agricultural revolution has been slowed down in recent years by the high cost of petroleum, which goes into the production of the fertilizers needed to increase the yields of crops.

It would be well if they could learn about some of the efforts of the U.N. to improve the food supply of the world through its World Food Program, which has provided aid to nearly 100 nations since its formation in 1971.

They need to explore suggestions for the future—from "farming" the oceans to growing food in laboratories.

In similar ways older students should examine the global problems of health, defined by the World Health Organization not merely as the

absence of disease or infirmity but as a state of complete physical, mental, and social well-being.

These more mature young people should also be confronted with the frightening problems of the present and the future in the field of health. One general statement should suffice to suggest the dimensions of such difficulties. That is the statement of the Executive Board of the World Health Organization not long ago which said about health services globally:

> . . . in many countries the health services are not keeping pace with the changing populations either in quantity or quality. It is likely that they are getting worse. . . . There appears to be widespread dissatisfaction among populations about their health services for varying reasons. Such dissatisfaction occurs in the developed countries as well as in the Third World.

But older students also should know about some of the successes in improving the health of the world's people, such as the eradication or near elimination of such diseases as leprosy, malaria, smallpox, tuberculosis, and yaws. They also need to learn that the number of doctors, nurses, and health officers is being increased and to know that more women are entering these professions.

In dealing with the many facets of world health, curriculum planners and writers would do well to draw heavily upon the reports of the World Health Organization, based in Geneva, Switzerland, and of its regional offices, located in Alexandria, Egypt; Brazzaville, Zaire; Copenhagen, Denmark; Manila, the Philippine Republic; and New Delhi, India.

6. Our Schools; Education Around the World. Few people today would deny the centrality of education in achieving the kind of world we are writing about in this book. One pioneer in creating a better world community, Alva Myrdal of Sweden, summarized the role of education in this respect a few years ago when she said:

> The paramount role for achieving any kind of development and most definitely any development great enough to be judged beneficial to our whole world of the future-belongs to education.

How right she was.

Hence schools (or education) have been included here as one of the 13 most important themes for learning about the world in educational institutions, at various levels and in a variety of ways.

For young children an introduction to education around the world can be made as they study families and communities in different parts of

the globe. Or a series of lessons or unit of instruction on schools in several parts of the world can be developed for pupils in the early years.

Most studies of schools and/or education, however, are likely to be carried on in secondary schools, colleges, and teacher education institutions. At those levels students should become acquainted with some of the major problems of education, some of the gains made in recent years throughout the world, and about the work of the U.N. System in wrestling with this broad-based, far-flung, and important topic.

To understand the potentialities of education, they might well study such countries as Denmark, Japan, Israel, The Netherlands, and Switzerland, discovering that even though those nations have very few basic resources, they have nevertheless been able to achieve exceptional standards of living by developing education and relying on their "brain resources."

Likewise, they can learn by studying the Peoples Republic of China and the Union of Soviet Socialists Republics that entire nations can move from illiteracy to literacy when countries make strenuous efforts to do so.

Older students should certainly learn about the huge increase in enrollment in primary schools throughout the world. But they should realize how difficult it is to provide an adequate education for everyone in a given nation, with a limited number of teachers, inadequate buildings and supplies, and frequently archaic curricula.

They can learn, with profit, about the increase in technical schools and the encouraging increase in the number of girls and women attending schools and colleges in almost every part of the globe.

They can discover, too, that there has been an increase in the percentage of literate persons in the world but they should also be confronted with the fact that the number of illiterates is actually increasing, despite efforts in literacy programs.

They might well examine the gains and the future possibilities in the use of radio and of television in education, learning about such innovative programs in the Ivory Coast and in India in education by communication satellites—or the United Kingdom's widespread use of television for its Open University.

It is important for older students to realize that even though many of the new nations are spending 15 to 20 percent of their budgets on education, that that is not enough to cope with their educational problems. Consequently two basic questions arise. One is how to increase the national productivity; the other is how to use the meager funds now available for education, wisely.

Through the examination of the problems already mentioned, plus others, students will encounter questions on the aims of education. For example, to what extent should education be classical or traditional and to what extent should it be technical or vocational? To what degree should schools concentrate on transmitting the culture of a country and to what degree should they concentrate on transforming that culture? And—to what extent should schools emphasize the local community, region, and nation and to what degree the emerging world community?

In such studies considerable attention should be given to the many efforts of the United Nations System to promote more and better education around the world. That would include the increasing recognition by the International Bank for Reconstruction and Development and the United Nations Development Program of the role of schools and the allied agencies of society in broad-based programs for economic improvements in nations. The main focus, however, should be on the work of Unesco as the chief educational arm of the United Nations, with such major programs as fundamental education and functional literacy, the education of teachers, the development of technical institutions, work on general educational planning, and primary education.

7. Our Fun and Beauty: Creativity Globally. Sometimes concerned adults act as if the world presented nothing but ugliness and problems. Too often teachers instruct in the same vein. Students need eventually to be exposed to the seamier sides of life on our planet and to wrestle with some of its problems. But, especially in the early years in school, girls and boys should be introduced to the fun and beauty of the world and be encouraged to enjoy those aspects of our world community and to add to them.

In developing these twin themes of fun and beauty there are a few generalizations which should be kept in mind. One is that there is fun and beauty wherever you find human beings. A second is that interpretations of fun and beauty vary from individual to individual, from group to group, from nation to nation, and from culture to culture. A related idea is that forms of fun and beauty can give us clues in understanding and appreciating people, groups, countries, and cultures. From a geographic and economic point of view, it is generally true that people create beauty and fun from the resources around them. Important, too, is the idea that we can and should share beauty and fun with others.

In the development of these related themes out-of-school organizations can contribute immensely. That is true of organizations of children and youth, the mass media, art galleries, museums, and libraries.

In the early years in school, especially, much of the learning about these themes can be intermittent and often spontaneous. The teacher or

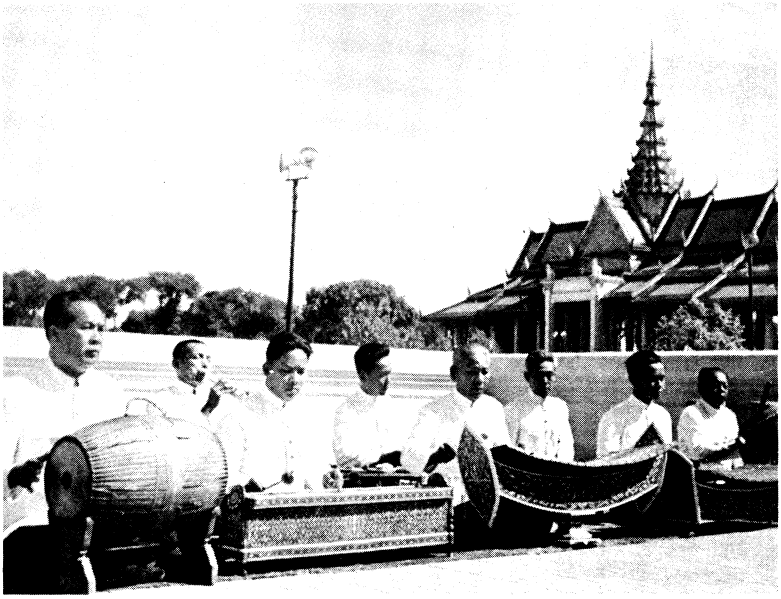
a pupil discovers the reproduction of a beautiful scene in nature or a famous picture and shares it with the group. A pupil brings to class a product which has been obtained by his or her family from abroad—sharing it with his or her classmates. The teacher finds a poem, a folk tale, or a story from another culture and reads it to the class, letting everyone enjoy it rather than dissecting it. A national holiday is celebrated or the holiday of another country or culture is observed, with music and dances. Sometimes children can enjoy the beauty and fun of families or communities in other parts of the world as they learn about them. Occasionally a teacher will develop a series or lessons or a unit on Fun Around the World. There are innumerable ways in which creative teachers can help children discover the fun and beauty of the whole world.

Older students are more likely to approach these topics in more depth in classes in art, music, home economics or home-making. Material on these two related themes also needs to be included in geography, history, or general social studies classes as students attempt to understand the people of other nations and cultures. Where there are school assembly programs, they can sometimes feature some aspect or aspects of these themes. If there is a school library, special exhibits can be prepared from time to time on fun and beauty around the world. If there is an art gallery or museum nearby, trips can be arranged to those places to help children and young people enjoy the creativity from the past and/or present from many lands.

In planning for the development of these themes, teachers would do well to keep in mind the use of films, filmstrips, tapes, and records if they are available. And they would be wise to start a collection of pictures, mounted on cardboard for longer use, taken from pictorial magazines in their own country, of one or more aspects of fun and beauty.

Unfortunately these themes have not yet received much attention from the various parts of the United Nations System. Unesco has done the most with its concentration for several years on the translation of classical works from the East and the West to foster mutual appreciation, with its recordings of music from around the world, and with its stunning series of reproductions of art from many nations—such as Spanish frescoes, Russian icons, Egyptian wall paintings from tombs and temples, stave churches in Norway, miniatures from Iran, and the art of the aborigines of Australia.

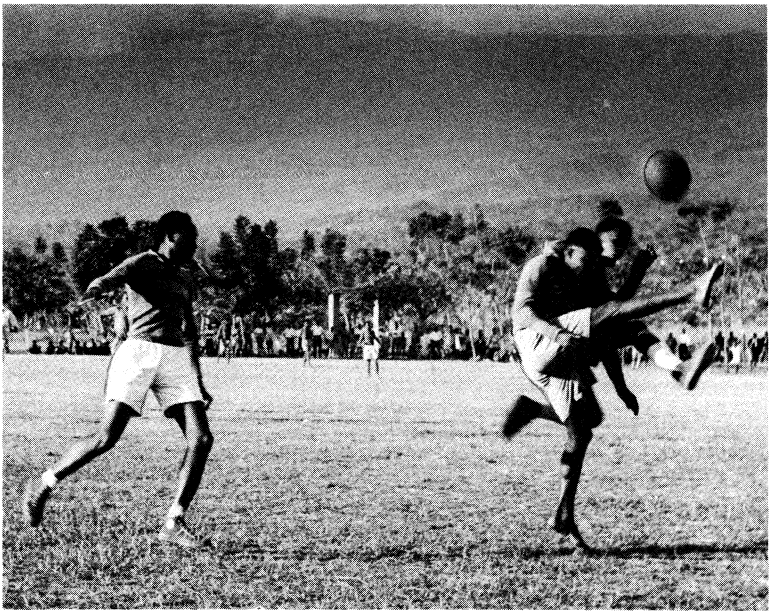
Certainly parts of the U.N. System could contribute much more in the future to our appreciation of the fun and beauty of the entire world than it has done in the past.



Enjoying the fun in the world—A gamelan orchestra in Southeast Asia

and the Philadelphia Orchestra in the United States.

Flying kites in Malaya,



and playing soccer in Tanzania

or reveling in a piñata party in Mexico.

8. Our Communities: Human Settlements Around the World. Almost all of us live in a community of some kind. Even farmers who live on the land they till, rather than in a small cluster of houses, usually have some sense of belonging to a community, even though its geographical base may be broad.

Since most people on our planet will function primarily throughout their lives at the local level, studies of communities are of extreme importance in schools everywhere.

Nearly all schools now carry on the commendable practice of using the local community as a laboratory of learning for young children, at least to some degree. Occasionally schools will explore carefully chosen communities in other parts of the world. That is certainly a worthwhile

practice which merits consideration in all countries. If such topics as the physical features, the size and sub-divisions, the variety of people, the ways of earning a living, transportation and communication, values, the variety of ways of living, government, education, recreational and cultural opportunities, and changes are considered, pupils are thereby exposed to a large number of important concepts and generalizations from all of the social sciences. Such studies of communities in different parts of the world could enhance greatly the international dimension of education in the early years of school for millions of children.

Since communities are such an important segment of all societies, they might well be studied also by students who are in their teens. Somehow we always seem to think that the nation-state is the only unit of government worthy of study by older girls and boys. That certainly isn't so.

Somewhere in their years in school a great many students should also explore at least a few of the most populous urban areas of the world. It is staggering to think, for example, that there may be 31 million persons in Mexico City by the year 2000, 26 million in the Tokyo-Yokohama region, and 26 million in Saõ Paulo, but those are the projections of the United Nations Population Division. And similar astounding figures are predicted for other urban areas or megalopoli by the turn of the century.

Nearly all the parts of the broad-based United Nations System are concerned directly or indirectly with the improvement of life in the world's communities or human settlements—a term the U.N. is using increasingly. Among the parts of the United Nations which are especially involved in human settlements are the United Nations Development Program, the United Nations Environmental Program, the World Health Organization, and the International Bank for Reconstruction and Development, together with the Center for Housing, Buildings, and Planning. For older students and future teachers the various reports emanating from the special Habitat Conference in Vancouver, Canada, in 1976, are especially important, particularly the 64 Recommendations for National Action which were adopted there and later endorsed by the General Assembly of the U.N.

Curriculum specialists and educational writers in many nations could perform a tremendous service by preparing short, readable accounts of some of the communities in their nation, suitable for use also in other countries.

9. Our Nation and Other Nations. Despite the efforts of some individuals and groups to decry the existence of nations or nation-states and to downplay their importance as prime segments of the world soci-

ety, nations or countries are extremely important units in today's world and they will probably remain so in the foreseeable future. In fact over 100 new nations have been created since World War II. (If you want to test yourself on this aspect of world affairs, see how many of them you can name in a few minutes without resorting to any published list).

Obviously every government wants its citizens to learn a great deal about their own nation, at different levels of school, in different ways, and in out-of-school agencies as well as in educational institutions. How this mandate is carried out is a question which every nation must decide. That is beyond the purview of this book.

Since our concern here is with the international dimension of education, however, we are concerned that older boys and girls, young people, and adults learn a great deal about other nations, as well as about their own country. This is certainly one of the major themes of education for living in our period of history.

We have just used the term "older boys and girls" advisedly because studies by Jean Piaget, the great Swiss psychologist, and others, indicate that children are not able usually to grasp the meaning and significance of the term "nation" until they are 10 or 11—or even later. They will have acquired considerable information about their own nation, and some data on a few other countries, by that stage in their development, but they are not ready for in-depth studies of other nations before then.

Once students have made a thorough study of their own nation, they should be ready for a study of a few carefully selected other countries. There are several reasons for studying a few other nations, as well as one's own. Without spelling them out in detail, let us mention a few such reasons.

One has already been cited—the importance of nations in today's world. Closely linked with that is the fact that one certainly cannot understand current events and current affairs without a knowledge of nations. Furthermore, people are likely to understand their own country better if they have studied other nations, thereby gaining perspective on one's own. Studying other countries is also a good way to learn about the similarities and the differences among the people of the world. From such studies one can also gain new ideas and new insights. And such studies can be fun.

In Chapter Eight we will return to this topic, with some suggestions on the selection of the countries to be studied and some ways of viewing them.

10. Our National History and Our Common World History. Every country also attempts to see that its girls and boys learn as much as possible about their nation's history. That is a major responsibility of

education in every land and an understandable and generally commendable practice.

Whether children and young people need to spend years plodding through the story of their nation century by century, decade by decade, or even year by year, often repeating the cycle two or more times in their years in schools, must be decided by the educators in every country. And whether the study of their nation's history need always be chronological (rather than sometimes topical) is also open to question. But that, too, is outside the purview of this volume.

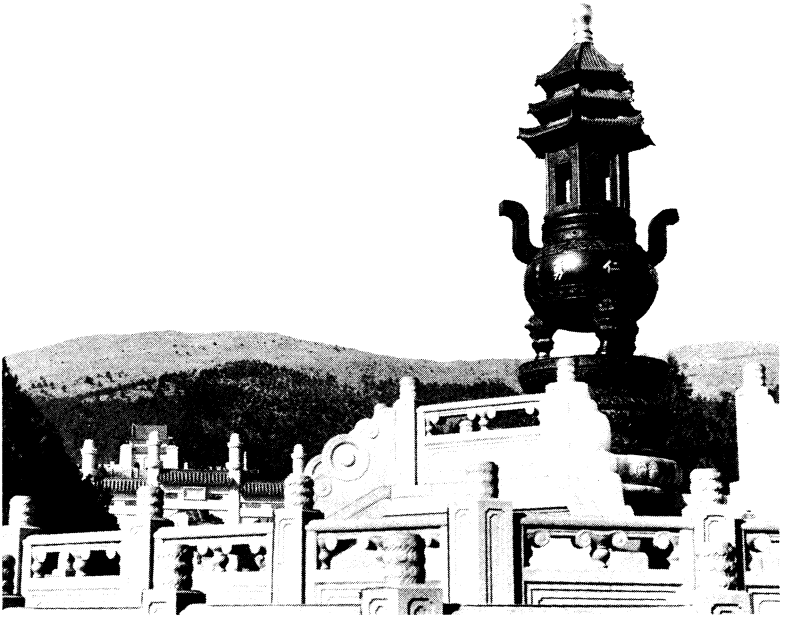
In preparing such histories of a given nation, it might enhance international understanding if the drafts of sections on relations with other countries were submitted to experts in those nations for their comments. Such a scheme has been followed by the Scandinavian countries over a long period and has been carried out by a few other nations from time to time.

In the early years of Unesco, I. James Quillen of Stanford University, prepared a booklet on the history of such textbook exchanges, together with some suggestions for the writing of textbooks, especially with regard to fostering international understanding. Later Unesco issued a Clearing House Study of *Bilateral Consultations for the Improvement of History Textbooks*. Then, in 1977 the Georg Eckert Institute for International Textbook Research issues a pamphlet on *Promoting International Understanding Through School Textbooks: A Case Study.* In it were comments on the review of history and geography books of several nations by competent authorities in other countries—a most interesting approach. But little has been done since that time.

This is a difficult field in which to work without arousing the hostility of national educational officials lest they think they are being told what to do. But it might be a field to which Unesco might return some day.

Certainly many forward-looking educators today in many countries would agree that the students in every nation need to be introduced to our common history as a human race. Surely we have a common past even though we have not always been aware of that fact, have ignored it, or minimized it. Furthermore, we need to revise our accounts of our past in the light of new discoveries which are being made, such as the findings of archarcheologists and anthropologists regarding the origin of human beings in Ethiopia, Kenya, and Tanzania.

Writing on this theme of a common past the great English historian, Arnold Toynbee, reminded westerners that it should be a very different past that is presented to children and young people in the future than has been presented in the past.

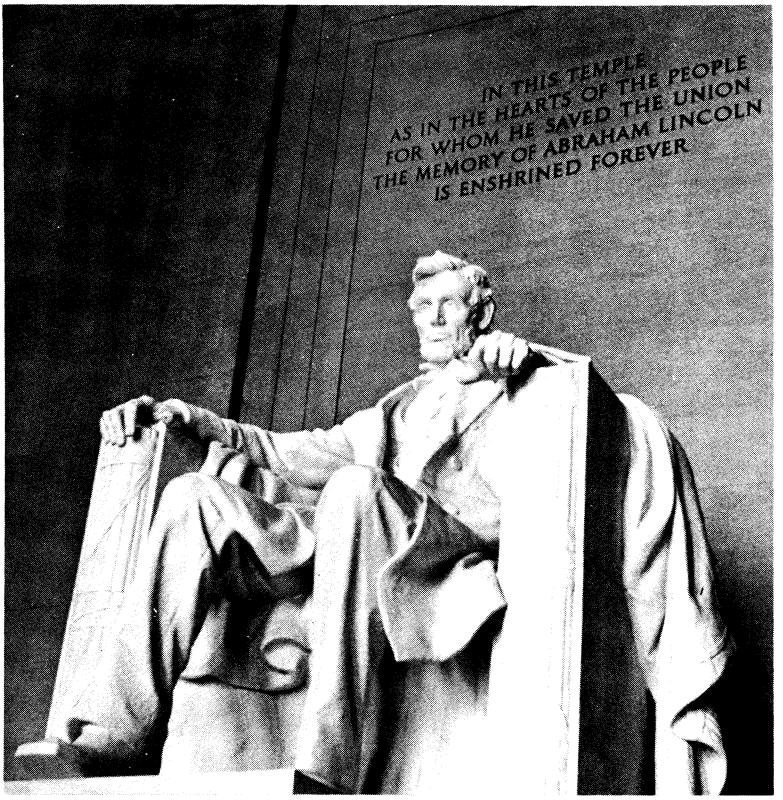


Honoring our heroes from the past—Sun Yat Sen of China

Gandhi of India

Iqbal of Pakistan

Bolivar of South America



and Lincoln of the United States

Here is what he wrote on that score:

> Our own descendants are not going to be just Western, like ourselves. They are going to be heirs of Confucius and Lao-Tse as well as Socrates, Plato, and Plotinus; heirs of Gautama Buddha as well as Elijah, Elishah and Peter and Paul; heirs of Shankara and Ramanuja as well as Clement and Origen; heirs of the Cappadocian Fathers of the Orthodox Church as well as our African Augustine and our Umbrian Benedict; heirs of Ibn Khaldun as well as Bossuet; and heirs . . . of Lenin and Gandhi and Sun Yat-Sen as well as Cromwell and George Washington and Mazzini.

Attempts to write a common history of humanity have been rare and almost always biased in favor of a given national or cultural point of

view. One of the best such accounts was a book by Jawaharlal Nehru called *Glimpses of World History* (abridged later by Saul Padover with the title *Nehru on World History*), based on Nehru's letters to his young daughter when he was in prison. A few years ago Unesco undertook a much more ambitious project, involving 1000 historians from 62 nations. The result, after 18 years of work, is a six volume history of the world with the title *History of Mankind*. But those volumes are very uneven and of interest chiefly to historians.

Perhaps the best we can hope for at present is a world history or a series of volumes on world history written for older adolescents in each of several countries, yet attempting to catch the drama of our common history as human beings.

As we discover or rediscover our common past, there will certainly be more such volumes with a world point of view in them, even though the writers will still be wearing their national and cultural lenses as they write.

Surely such new histories of the world will include the many examples of international cooperation and not present world history solely as the history of international conflicts. Thus people will learn about the peaceful settlement of the border dispute between Norway and Sweden in 1905; the long, undefended border between Canada and the United States, the cooperation of several nations in the Antarctic, and the cooperative efforts of the U.S.A. and the U.S.S.R. at times in the exploration of space.

Such histories will present the common values in the major faiths or religions of the world as well as pointing out their differences and their many conflicts over long periods of time.

Such histories will also acknowledge the great gifts of people from all parts of the world to our common heritage in literature, art, music, education, science and medicine, and other areas of human endeavor.

In brief, they will be histories of the successes of the human race as well as its struggles and tragedies.

11. Our Conflicting Goals, Ideals, and Values, and Our Common Goals, Ideals, and Values. Every community consists of individuals, interrelationships, institutions, and shared ideals, as well as pride in a common past and a feeling of facing the future together. Without such elements real community does not exist. That is as true of the emerging international or world community as it is of local communities and nations.

In regard to ideals, goals, and values, we need to be realistic with our students, recognizing that there are many differences among the peoples and nations on our globe. For instance, we differ in our views of

economic systems, types of governments, philosophy or religion, and types of education.

Nevertheless, we are beginning to discover some ideals, goals, or values on which we can agree, at least to some extent.

Our difficulties usually arise when we try to state our goals very specifically or translate them into concrete actions. But isn't that true within communities and nations? What nation has ever practiced perfectly what it has preached? What country has ever carried out fully, for everyone, the ideals enshrined in its constitution and its other sacred documents?

Most of our common goals, ideals, or values for an international community are stated in various United Nations documents, such as the Charter of the United Nations, the Preamble to the Constitution of Unesco, the Universal Declaration of Human Rights, the Declaration of the Rights of Children, and the 1974 Recommendation of Unesco on education for peace and cooperation.

Among the goals on which Member States in the U.N. agree in general terms are these:

- protection against the scourge of war.
- the right of self-determination by nations.
- recognition of the inherent dignity and the equal and unalienable rights of all members of the human family.
- understanding and respect for all people, their cultures, their civilizations, values and ways of life, including domestic ethnic cultures and the cultures of other nations.
- equal rights for men and women.
- special protection for children against all forms of neglect, cruelty, and exploitation.
- the right to participate in the cultural life of the community.
- the right to education.
- the right to work and to receive just remuneration for work.
- the right to nationality.
- the development of friendly relations between nations.
- the achievement of international cooperation in solving international problems.

Perhaps you would like to add to this list. If so, what other common values would you append to this list?

In an elementary way and through methods and materials suited to individuals and groups, boys and girls should learn about some of these shared concerns; older students and adults should study many of them in considerable depth.

Each part of the broad-based and far-flung U.N. System is involved in some way in safeguarding and extending these rights, and each part is entrusted with the task of bringing humanity closer to the realization of those ideals.

12. Our Increasing International Interdependence and Solidarity. One of the most important realities of our time is our increasing interdependence and solidarity. Briefly and eloquently the late Martin Luther King Jr., the American black and civil rights leader, wrote about this contemporary phenomenon in these worlds:

> In a real sense all life is interrelated. All men are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever effects one directly, affects all indirectly.

Extensive as our interdependence has been in the past, it seems certain that it will be even more so in the future. And by interdependence we mean mutual dependence, not the dependence of the so-called Third World nations on the industrialized countries. Hence our use of the two words—interdependence and solidarity—in the title of this section, inasmuch as some people prefer one term and some the other.

Such mutual dependence can be illustrated in many areas of life. We are interdependent in terms of food, raw materials, and finished products. We rely on the products of many places to make our medicines and upon the research of scientists in many countries to improve our health standards. Many of our jobs in every part of the globe are directly or indirectly dependent on world trade. Furthermore we draw upon the creativity of people in all parts of our planet in architecture, art, drama, literature, and music. Even our survival is threatened by our interdependence, for, as someone said recently, "We are wired together so tightly that a shortcircuit anywhere can fry us all."

People of all ages need to learn a great deal about this growing solidarity and to understand its implications for their lives and for the existence of every inhabitant on our earth.

Even young children can grasp something of this important idea. For them examples of international interdependence should be drawn primarily from the local scene and to some extent from the nation in which they live. But some examples can come from the global scene, too. As children hear or read stories, sing songs, and play games, the names of the places from which they have come can be attached to a large globe or world map so that they begin to understand that they are enjoying materials and ideas from the entire world. Hopefully boys and girls will also be able to meet a few other people from other parts of our planet. In many communities, girls and boys can take trips to nearby airports and/

or wharves and learn about the places to which local products are being shipped and the raw materials or products which are being brought to the local community from abroad.

Older students can learn about this theme in a much wider variety of ways. As they study nations and/or cultures in various parts of our globe, they can begin to grasp the idea of interdependence or solidarity—and their implications. They can examine their homes to see what products in them have come from abroad. They can chart each part of the day and see how their lives are affected by people and events from all over the world. They can interview local merchants as to the raw materials or the finished products they obtain from abroad and/or send to other parts of our planet. In various subject fields they can learn about international interdependence, as in art, literature, music, and science.

Many aspects of the total United Nations System can be used to provide illustrations for this important topic or theme. With young children, it may be best to draw upon the work of the Universal Postal Union, the International Civil Aviation Organization, and the World Health Organization.With older students and adults, examples can be drawn from the entire spectrum of U.N. agencies, commissions, programs, and committees.

13. Our International Problems and Our International Organizations as Means of Coping with Them. Closely related to the theme of international interdependence are the twin topics of this section—international problems and international organizations as means of coping with them.

In the past, many problems were confined within nations. But there have always been some international problems. For example, diseases have never recognized national boundaries and some trade and travel have existed on an international scale since ancient times. But with the "shrinking" of our world; almost all problems are now global. The list of such current world concerns is long. A few have already been mentioned in earlier parts of this volume. Here are 16 of them:

arms control and disarmament
conflict areas, such as the Middle East and South Africa
crime
ecology and the environment
food and nutrition
health
illiteracy and education
land reform
oceans and sea-beds
outer space
population growth
prejudice
tariffs and trade
terrorism
water
women's rights

Young children can be introduced to a few of those problems which directly touch their lives, even though their earliest education should be primarily about a non-threatening world. Older students should explore several of these problems in considerable depth and over a period of several years in school. Sometimes individuals—and/or small groups—can work on a problem of special interest to them, reporting their findings to the larger group.

In their studies of world problems, students and adults should deal with some of the important regional organizations which exist and which handle economic and social matters as well as political issues and defense. An abbreviated list could include the Arab League, the Asian Development Bank, the Caribbean Common Market, the Central American Common Market, the European Economic Community, Comecon, the Latin American Trade Association, the Organization of African States, and the Organization of American States.

Of course the entire United Nations System is the outstanding example of the way in which an international, intergovernmental organization can tackle our current global concerns. Many examples of such work are scattered through this book.

Fortunately there are at least three splendid U.N. or Unesco publications which deal with varying approaches to the study of world problems. One of them is a paperback on *World Problems in the Classroom: A Teachers Guide to Some United Nations Tasks,* written by Herbert J. Abraham and published by Unesco in a revised edition in 1981. In it there are separate chapters on peace, security, disarmament, human rights, social justice, colonialism, development, population, food, environment, health, and education. The second is a far-reaching paperback prepared by Adelaide Kernochan for the United Nations, based on the work of participants in the U.N. Fellowship Program for Educators (1975–1981) and the Unesco Associated Schools Project. Printed in 1983, it covers a wide range of problems and how they can be tackled at various levels of schools and colleges. The title of that book is *World Concerns and the United Nations: Model Teaching Units for Primary, Secondary and Teacher Education.* The third volume is *The Teaching of Contemporary World Issues,* edited by Robert Harris, and published in 1986 by Unesco. In it prominent educators from Canada, France, the German Democratic Republic, India, Kenya, and the U.S.S.R. reflect on this central theme in teaching about the world.

Conclusion. In concluding this chapter the writer would like to reiterate the fact that this method of studying the world by large themes is a very broad approach. Its applications in individuals schools, school

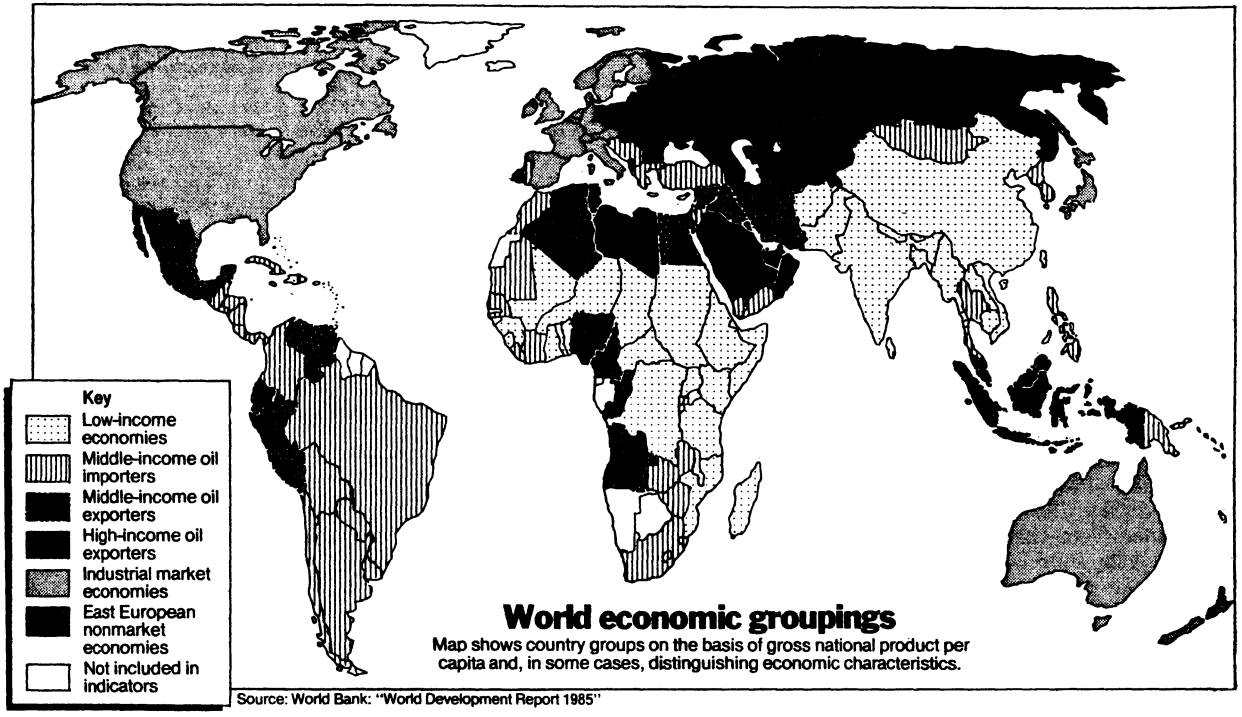
Learning to combat disease in a school in India

systems, and national systems needs to be worked out in ways which are appropriate locally and/or nationally.

Now that you have completed the reading of this chapter, you may want to react to what has been written. Here are a few possible questions you might like to answer:

1. What is your general reaction to this thematic look at the international dimensions of educational institutions?
2. What topic or themes would you eliminate or reword?
3. What topic or themes would you add?
4. Which of these topics or themes is your school, school system, or nation-wide system handling most effectively now?
5. Which themes is your school, school system, or nation-wide system handling less, or least effectively. Why?
6. On which of these themes would you like to do further background thinking and/or thinking?

JOAN FORBES — STAFF



Source: World Bank: "World Development Report 1985"

Learning about the problems of The Third World

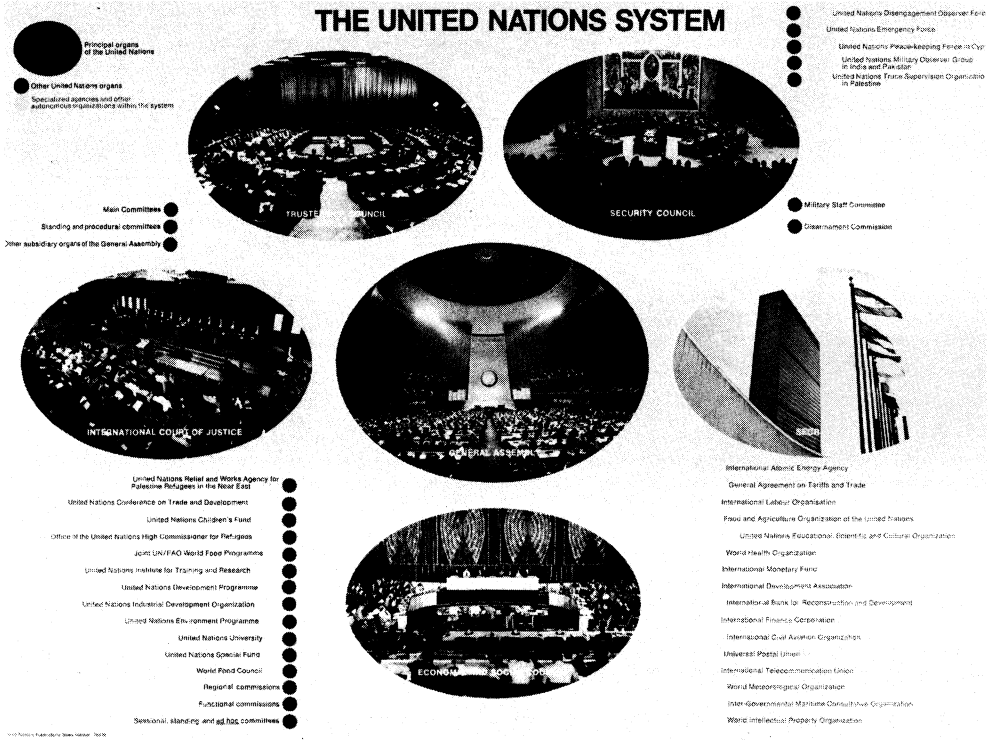


Chart of the United Nations System.

Chapter 5

A More Direct Approach to Studying the United Nations System*

For some persons and groups the oblique approach to studies of the United Nations System, suggested in the previous chapter, may not be satisfactory. They may want a more direct study of it or a combination of direct and indirect approaches. Hence this chapter is devoted to suggestions for a broad-based and thorough study of this international body and its allied agencies, commissions, and committees.

The focus in this section will also be on the examination of this international body and its related agencies by older boys and girls, since it is the writer's considered opinion that younger pupils are not yet ready for in-depth analyses of the total U.N. System. However, several suggestions on incidental teaching about selected aspects of that system by younger children will be included in Chapter Seven.

A. Some Difficulties and Dangers in Programs of Education about the U.N. System

By now we have accumulated more than 40 years of experience on teaching about the U.N. Consequently we can write with considerable confidence about some of the difficulties and dangers in such instruction. Since most of these points overlap some with points made in Chapter Three, we will mention them but not elaborate upon them.

1. Lack of Administrative and Community Support. It is highly important for the top officials in Ministries of Education to realize the importance of teaching about the U.N. System and to foster such education. Helpful measures can include (a) the issuance of directives about such teaching, (b) the inclusion of relevant questions on examinations

*References in this chapter to practices in specific nations are taken from the reports of various countries to Unesco or the U.N. in 1974—the last year in which such reports were made periodically.

for teachers and/or students, and (c) the preparation of instructional materials.

Unfortunately, such interest and support are not always evident.

For example, in the report of the Economic and Social Council on what various nations were teaching about the U.N., it said that they "would seem to indicate a need for more energetic efforts on the part of national authorities . . . to stimulate action in this field." That report also pointed out that although several nations included questions on the U.N. system in their exams for teachers or students, that was "true only of a minority reporting."

In countries with decentralized systems of education, such as Australia, Canada, and the United States, it is community support which is especially needed inasmuch as the curricula in those countries is determined locally. In the report referred to above, the United States stated that "some observers do speak of a reduced interest in international organizations and a diminuation of their share of attention in formal and informal education." Since that time the withdrawal of the U.S.A. from Unesco has probably eroded even more teaching about the United Nations, although not about world topics and concerns.

Such reports of public apathy or even opposition are disturbing to people interested in increased and improved teaching about the total U.N. System.

2. Lack of Time or Concentration on Limited Aspects of the United Nations System. Even where top officials in Ministries of Education approve of teaching on this subject, the time provided is usually insufficient for adequate studies.

Almost all countries stage some observances of United Nations Day, Human Rights Day, or some other special occasions. But too many limit themselves solely or largely to such celebrations.

All too often, also, the teaching materials or the course outlines for such studies contain only a few pages or suggestions for a limited number of lessons on the United Nations.

In addition, there is often concentration on the work of the Security Council and the General Assembly, to the exclusion of the equally important and often more interesting and pertinent activities of the specialized agencies.

3. Lack of Comprehensive and Imaginative Programs. Frequently the human aspects are ignored or minimized in such teaching and the effects of action by the U.N. System on the lives of millions of people around the globe are shunted to the side.

For example, the Swedish government reported in 1974 that "The problem is rather how to make this teaching vital and interesting. There

is risk that teachers spend too much time on formal organization . . . instead of working with reality. . . ." Coming from a nation which has done more than most on teaching about the world and the U.N. System, that is a frank but discouraging note.

Furthermore, the possibilities in extra-curricular or co-curricular activities are often overlooked. They include the use of assembly programs, clubs, exhibits, film showings, and trips.

4. The Lack of Accurate, Realistic, and Up-to-Date Information. Another hazard derives from the size and complexity of the U.N. System and the frequent changes in it. Consequently it is difficult for many busy teachers to obtain accurate and up-to-date information about it.

Moreover, it is extremely difficult to be even relatively objective about this cluster of organizations. We are all handicapped, as well as enriched, by our cultural and/or national backgrounds and our political points of view. Hence some teaching about the United Nations is overly optimistic, with the danger of encouraging naive expectations and eventually disillusionment. On the other hand, some teaching is overly pessimistic, failing to record the progress made by this international organization in many areas. Some teaching gives the impression that this system is a vast and expensive one, while other instruction points out that only a pittance is given it by governments.

Retaining or developing objectivity in such teaching is certainly important, although often difficult.

5. Lack of Adequate Teaching- Learning Materials. Over and over teachers bemoan the lack of adequate teaching-learning resources about the United Nations System, including textbooks, supplementary volumes, films, filmstrips, slides, tapes, pictures, posters, and other aids. In almost every report to the U.N. or Unesco on teaching about the United Nations System, this shortcoming is stressed, citing it as "one of the main obstacles to progress in education about the United Nations and its related agencies."

Sometimes it is the lack of materials in a given language which is decried. For example, in a seminar a few years ago sponsored by the World Federation of United Nations Associations for educators from Bahrain, Egypt, Iraq, Jordan, Kuwait, the Socialist People's Libyan Arab Jamahiriya, the Sudan, Syria, and Tunisia, the participants said:

> School books prepared by the United Nations and translated into Arabic should be available. These books should be supplemented with maps, diagrams, illustrative pictures, statistics, etc. Care should be given to revise subject matter periodically, following the latest developments in educational theory and practice.

6. Lack of Evaluation. Little is said in most reports to the U.N. or Unesco by member states about evaluation or assessment in teaching about the U.N. and its related organizations. Of course that is a difficult process, but it is an essential one. It should increasingly demand the attention of educators, especially of those trained in measuring attitudes and values. In fact evaluation is probably the weakest part of our education about the U.N.

7. Lack of Teacher Background. Considerable gains have been made in recent years in educating teachers about the U.N. System. Yet thousands of them have little knowledge of that vast, complicated system and its tremendous contributions to the world. Some of them are new teachers; others are teachers who never had any formal training on this widespread organization. Speaking on that point, educators from the Arab States said not long ago:

> What is needed, therefore, today is an education programme that will make it possible for *every* teacher to pay considerable attention to education for peace, harmony, justice, and security both on the national and international levels . . . . If only this had been done sincerely and effectively since 1946, today we would certainly be having in our countries leaders and young people better equipped than the present generation is for its obligations to the international community.

Surely efforts to educate prospective teachers and experienced instructors about the U.N. complex need to be continued and greatly increased in the years ahead.

So much for the pessimistic side of the current scene in teaching about the U.N. System. Now let us examine some of the gains in recent years and some of the promising practices which can and should be extended in the foreseeable future.

B. Some Progress and Promising Practices and Possibilities for Strengthening Studies of the United Nations System

Fortunately the authors of the 1975 report to the Economic and Social Council on teaching about the broad-based United Nations System were able to report that:

> The overall impression conveyed by the information transmitted is that substantial progress has been made in teaching about the United Nations and its related agencies in most of the countries which did report.

In fairness, however, it should be pointed out that fewer nations bothered to report than on previous occasions, with a total of only 63 nations submitting documentation, out of approximately 140 member states.

Here a few thumb-nail sketches of such reports on progress:

- Egypt and Norway said that all children in their primary schools now learn about the U.N.
- Iran reported that the new curriculum for primary and secondary students pays attention to various facets of this system.
- Ireland reported that henceforth practically all of its junior cycle students would be taught about this international organization and Mauritius announced special consideration of the U.N. in its schools.
- Bulgaria, the Libyan Arab Jamahiriya, and Zambia mentioned extensive treatment of the U.N. in required courses while the U.S.S.R. reported that teaching about the U.N. was "of great importance," especially in secondary schools and colleges.
- the U.S.A. commented that such studies were being integrated increasingly in courses devoted to world affairs.
- Poland said that two and a half million adults and young students and workers participate in out-of-school learning about the U.N.
- Sweden pointed with pride to its primary and secondary school course of study which included attention to the U.N. System at many points.

Even more encouraging was the fact that in the general summary, the comment was made that:

- in most countries which reported, learning about the United Nations is no longer limited to a perfunctory examination of the institution.

Several nations reported, too, on collaboration with other groups in such teaching, especially in teacher education programs. For example, the Dominican Republic referred to the in-service education of its teachers through work sponsored jointly by their government, Unesco, and Unicef. Norway and Finland wrote of the help they had received from the United Nations Associations in their countries in the in-service of teachers about the U.N. System.

These are only a few of the countries which struck optimistic notes in their general reports.

In more specific terms it seems to this writer that there are nine areas

Chinese students learn about UNESCO

which should be considered under the topic of promising practices and possibilities on this broad subject. They are as follows:

1. Gaining Administrative and/or Community Support. Classroom teachers certainly need the active support of administrators in teaching about the U.N. and its agencies. They not only need to be told that they should carry on such instruction; they often need help in setting goals and deciding upon methods for such studies. Likewise they need good teaching-learning resources.

While not the best motivation, externally administered examinations can assure that some teaching about the U.N. System is being carried on. In the most recent report to Unesco and the U.N., several nations mentioned this aspect of teaching about the U.N. Among them were the Byelorussian Soviet Socialist Republic, Egypt, Iceland, India, Kuwait, New Zealand, the Philippines, Qatar, and the Syrian Arab Republic.

In places like Australia, Canada, and the United States supporters of the U.N. can be helpful in urging such teaching as it is the local boards of education and the school administrators who usually determine if such teaching will be carried on.

2. Capitalizing Upon the Latest Findings on the Learning Process. In the last few years there has been considerable research into the learning processes. As a result of such studies we now know a great deal about optimal learning conditions. Those findings need to be woven into the warp and woof of teaching programs about the U.N., as well as in other educational undertakings.

For example, we know that people learn best when new learnings are related to older learnings. In United Nations oriented studies that would mean frequent comparisons and contrasts between the U.N. and national and local governments.

Learning also seems most effective when reinforced by meaningful repetition. Thus students should consider the U.N. and its allied organizations at several points as they move up the educational ladder.

It is generally accepted, also, that people learn best when challenged within the range of their abilities. This would imply a careful examination of the different aspects of the total U.N., suitable for instruction at different levels of maturity.

Furthermore, we are certain that people learn best through concrete, realistic, and wherever possible, first-hand experiences. If some part of the U.N. is working locally, that can give a tremendous boost to learning. If this is not possible, students can become involved through role-playing and dramatics, model assemblies, and through films and other audio-visual experiences.

People likewise learn best when they feel that they have had some

part in the selection of what they are studying. Such participation may not always be possible, but creative teachers will encourage it, capitalizing upon the special interests of students in various parts of the U.N. System.

People also learn best when they are stimulated emotionally as well as intellectually. That means that every opportunity should be used to secure as speakers people we are vitally concerned with the U.N., to use dramatics, to show well-made films on the work of the U.N., and to read vivid accounts of its activities.

Similarly, people learn best when they have opportunities to take concrete action based on their learning. This implies some type of action-oriented work in conjunction with studies of the U.N. Three examples would be earning money for a Unesco Gift Coupon project, aiding a refugee or guest-worker family, or contributing to the Unicef program.

The application of these principals of learning should go far in improving teaching-learning about the total U.N. System.

3. Clarifying Objectives. At the heart of such teaching as we are trying to describe it is clarity on the part of curriculum makers, textbook writers, and teachers about the aims, goals, or objectives of their instruction. Otherwise teaching about the U.N. is likely to be meaningless, perfunctory, or scattered.

Statements of aims should certainly include items on attitudes and values, on skills, and on knowledge—all of them combining to bring about changes in attitudes and in behavior.

Wherever possible, statements of aims should also be sharply defined, rather than general and vague. Often specifics can be cited as examples. Two would be when pupils voluntarily bring in clippings about some work of the U.N., and when students make spontaneous statements indicating their interest in helping to alleviate some local problem, which is tied directly or indirectly with a problem in which the U.N. or one of its agencies is interested.

Several aims could well be taken from Section D of this chapter.

4. Utilizing All Subject Fields and Co-Curricular Activities in Developing Imaginative, Comprehensive, Coherent and Cumulative Programs. The work of the United Nations System is so vast and so important that it demands a program which extends throughout all the years in school, with concentration upon special aims at various levels of learning. Such programs should be for all students, not just the intellectually gifted. And every school subject should be examined to see what aspects of the U.N. System can be stressed in them.

Worldwide, however, special importance needs to be devoted to

primary (elementary) schools since so many pupils in various nations drop out after only a few years of schooling.

Furthermore, extra or co-curricular activities also need to be examined to see how they can contribute to such teaching-learning programs. The special advantage they have is that some of them provide students with opportunities to be the leaders or teachers.

Fortunately this is being done in a number of countries. Thus in the latest report to Unesco and the U.N. on teaching about the United Nations System, Switzerland and the United States mentioned the holding of model U.N. Assemblies in several schools. Zambia reported on a nation-wide essay contest on "What the United Nations Means to Me." Yugoslavia and the Byelorussian Soviet Socialist Republic referred to their United Nations and International Friendship Clubs as providing special opportunities for fostering international understanding. And many other examples of co-curricular activities could be cited.

5. Stressing Feelings as well as Facts; Attitudes and Values as well as Knowledge. A large body of knowledge is needed to understand the work of the United Nations and its agencies. But facts alone will not suffice in carrying out an effective program on this cluster of international organizations. People do not support an organization because they have collected a great many facts about it; they support it because they agree with its aims and have a sense of personal identification with it. They realize its relationship with their lives and feel that their present and future well-being are bound up with it.

So it is with the United Nations. Facts, yes. Many of them, carefully selected for their relevance to the lives of students. But there should be much attention to the development of feelings, attitudes, and values. This is another area of teaching which has never been explored adequately and on which many educators in different parts of the globe could work profitably in the foreseeable future.

6. Encouraging Rigorous Thinking. It is often true that students are pressed too hard by teachers to learn things for which they are not ready. But it is also true that the capabilities of some students are often underestimated. When they are faced with realistic problems and challenged to the full, they can often tackle complex matters with surpising competence. Studies of the U.N. System should challenge such students to think cogently and clearly. If they help select the problems on which they are to work and see the relevance of those issues, they can think rigorously, too. That, too, is an aim of studies of the entire United Nations System.

7. Using a Wide Variety of Methods. It is readily apparent to anyone who has worked with children and young people that there is no

one way to reach them all. The interest of some will be aroused by a good speaker. Others will become interested in a topic because of an exciting book. Still others will have their appetites for learning whetted by a film or a radio or television program.

It should also be evident that all the aims of teaching about the U.N. System cannot be achieved through any one method. Different aims often demand different methods.

Moreover, teachers vary in their styles of teaching. One may excel in role-playing whereas others find that a difficult method. Another may be superb in the use of the chalkboard while his or her colleagues are not nearly as adept in that approach.

Teachers need to use frequently the methods with which they are comfortable. But they also need to experiment with other methods, using them not just once (and perhaps unsuccessfully), but several times, to become at ease with them.

Space precludes the development of every method which can be used in conjunction with studies of the U.N. and its agencies. Instead we shall list a variety of methods and activities and ask the readers of this book to think in terms of the ones you are using now in conjunction with studies of the world and/or the U.N., and the ones you could use profitably in the future.

All of these methods and activities can be used in teaching about the United Nations System with children and young people of various ages and abilities, depending upon the aims of such studies, the maturity and interests of the pupils, and the special strengths of the instructors. In a few instances the availability of certain materials or resource persons will determine whether they can be used or not.

8. Using a Wide Variety of Resources. The lack of resources as a handicap to instruction about the U.N. System has already been mentioned. It is a continuing problem, especially in nations which do not use any of the official languages of the U.N. and therefore do not have immediate access to many of its documents.

Certainly every nation needs a current, comprehensive, annotated list of materials produced by the U.N. System which have relevance for teaching, either directly or as background for writers and curriculum planners. Such a list might be prepared by the Ministry of Education in most nations and United Nations Associations in others, working in conjunction with the regional United Nations Information Center, the national United Nations Association, the Unesco National Commission, a teachers organization or union, or some other competent group.

Of course one of the best ways of keeping up-to-date is through the many magazines issued by various U.N. agencies. They include such

A Personal Evaluation of Methods and Activities in Conjunction with Studies of the U.N. System

	Am Using At Present	*Could Use More*	*Should Try*
Problem-Solving Situations			
Role-Playing or Simulations			
Textbooks			
Supplementary books			
U.N. Magazines and/or Documents			
Newspaper Articles			
Flannelboards			
Pictures			
Charts: Posters			
Exhibits: Dioramas			
Trips/Journeys			
Cartoons			
Radio; Recordings			
Television			
Panels; Debates			
Celebrations			
Writing Projects and Contests			
Montages; Murals			
Time Lines			
Chalkboards			
Plays			
Model Assemblies			
Music Related to the U.N.			
Speakers on U.N.			
Tape Recordings			
Biographies of U.N. Personalities			

journals as the *Unesco Courier* (published in 1987 in 32 languages), the *U.N. Monthly Chronicle*, *Ceres* (a bi-monthly magazine of the Food and Agriculture Organization), *World Health* (prepared by the World Health Organization), *World News*, and the Unicef News (a quarterly). There are several other more specialized publications of special interest to some educators.

Schools, school systems, and teachers can also keep clippings from magazines and newspapers as an inexpensive way of obtaining current information on the U.N., although such materials tend to accent the controversies in that organization.

In addition, teachers and students can prepare charts, graphs, maps, and other teaching-learning materials for use in schools. Wherever possible they should be large enough for an entire class to see and mounted on cardboard for use in other classes and in the future. Students preparing to be teachers might well be required to produce at least one such visual aid for future use.

9. Including Experimentation and Evaluation. Despite some excellent teaching in different countries, much remains to be done in determining what aspects of the total U.N. can be used most effectively with children and young people, in deciding what methods seem to produce the best results, and in finding more and better ways of involving students in realistic and relevant action projects.

Some experimentation is being done in a few of the more than 2000 institutions now in Unesco's Associated Schools Project around the world. But not nearly enough innovative work is being done in those schools. And, of course, experimental teaching about the U.N. System should not be limited to those institutions.

The demonstration schools associated with teacher education colleges and the increasing number of international schools around our globe should also be places where such experimentation is carried on.

Candidates for higher degrees in education should also be encouraged to consider some project concerning the U.N. as their project or dissertation theme.

Unfortunately we are woefully weak in our current programs of assessment or evaluation. Test of factual information exist and are often helpful. But means of testing attitudes and skills are almost nonexistent.

Ministries of Education, the World Federation of United Nations Associations and its national branches, the World Confederation of Organizations of the Teaching Profession, and other groups need to be alerted to the need for greater attention to this much neglected aspect of teaching about the U.N. and its allied organizations. Perhaps Unesco

Two students in the United States prepare a flannel board of the U.N. System.

needs to develop a special Task Force or Study Group to work on this problem.

10. Supporting Such Studies with Adequate Teacher Education. Obviously little teaching will be done on this broad topic unless teachers are adequately prepared for such instruction.

The last report to Unesco and the U.N. (in 1974) reported some encouraging news on that score. It stated that half of the nations reporting made some reference to work in teacher training or teacher education in this regard.

For example, the Philippines said that 45 to 50 percent of practicing teachers had been reached through national conferences and "echo workshops"—an extremely high figure. Poland reported vacation courses for history and civics teachers which included material on the U.N. The Ukrainian Soviet Socialist Republic commented on a particularly novel approach—teacher education of science teachers on the U.N. And new or revised courses on the U.N. were mentioned by such nations as Bahrain, Finland, Iran, Singapore, Trinidad, and Tobago.

C. Some Global Concerns Being Stressed

Increasingly schools and school systems in various countries are selecting international themes or world problems and concentrating upon them in instruction about the U.N. System, somewhat along the lines suggested in Chapter Four. In fact 75 percent of the nations reporting to the U.N. and Unesco in the latest roundup on teaching about the U.N. System mentioned this as a trend in their countries—and a heartening one that is.

Among the themes or problems which are particularly popular are development, disarmament and peace, the environment, human rights, and population.

The Philippines reported that the theme of development was the core of social studies teaching in the entire secondary school curriculum and in The Netherlands a National Committee for Information in Development Cooperation focused attention on that topic. In the United Kingdom the Voluntary Committee on Overseas Aid and development prepared special materials for schools on development.

Meanwhile several nations have continued their teaching about peace and especially disarmament, or have introduced such instruction. For example, Norway has pioneered in a comprehensive project on War, Peace, and Disarmament, intended for girls and boys in the first nine years of school. In Costa Rica a three-day national conference was held by the Friends of Unesco Clubs on the theme of peace. In Finland a Peace Week was arranged at the initiative of the Finnish Union of Secondary School Students. And in the United States several colleges have introduced peace studies as a major for a degree and/or established peace research institutes.

In the most recent survey of teaching about the U.N. globally, the authors stated that "the education systems of the world have reacted with impressive rapidity to a subject which has received public emphasis only recently—the environment." Twenty-nine nations said that they had incorporated material on that topic in their school systems. Singled out for special mention was the work in Bulgaria related to Unesco's Man and the Biosphere program. Spain and Poland were also cited for outstanding work in this regard.

Likewise several nations have reported in recent years their special emphasis upon population and related topics. One of the most extensive programs mentioned was such teaching in Singapore.

Stress on food has been strengthened in several nations, too. An example of that would be the issuance of a textbook in Costa Rica on *Many People, Little Bread.*

Mention was made, also, of the continuing concentration in many countries on the topic of human rights.

D. Some Possible Themes to Stress in Intensive Studies of the United Nations System.

In planning programs about the broad range of U.N. organizations, it might be productive for curriculum planners to think in terms of at least eight major themes or topics—the purposes of the United Nations, its powers, its programs and progress, its people, its problems, its processes, its perspective, and its potentialities. A program that includes all those topics would certainly be a comprehensive and coherent curriculum.

Just how those themes are included is not the purpose of this section; our purpose here is to raise to the level of consciousness these important ideas.

1. The Purposes of the United Nations System. The aims of the United Nations are stated in succinct and simple style in the Preamble to its Charter and include these four primary goals:

- to save succeeding generations from the scourge of war,
- to reaffirm faith in fundamental human rights,
- to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and
- to promote social progress and better standards of living in larger freedom.

Those brief statements represent a radical and highly important shift in thinking since the days of the League of Nations. That precursor of the U.N. was based on the assumption that the cause of war was chiefly political in nature. On the other hand the United Nations has been based on the assumption that wars arise from many causes. In addition, it was formed to accomplish much more than prevent wars; especially broad was its aim of promoting "social progress and better standards of living in larger freedom." Hence its activities have covered a wide range of approaches—economic, educational, and social, as well as political.

The constitutions of some of the agencies of the U.N. also merit study because they, too, state some of the system's aims. For example, the Preamble to the Constitution of Unesco asserts that "since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed." It affirms that "a peace based exclusively

upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting, and sincere support of the peoples of the world and that the peace must therefore be founded . . . upon the intellectual and moral solidarity of mankind." It also contains the declaration that "ignorance of each other's ways and lives has been a common cause . . . of that suspicion and mistrust between the peoples of the world through which their difference have all too often broken out into war" and it suggests that "the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfill in a spirit of mutual assistance and concern."

Other documents have also spelled out in detail some of the aims of the U.N. System. Probably the best example is in the field of human rights. Starting with the Universal Declaration of Human Rights, there has been a series of important instruments, including the Covenant on Economic, Social, and Cultural Rights; the Covenant on Civil and Political Rights; the Optional Protocol on Civil and Political Rights; the Declaration on the Elimination of All Forms of Racial Discrimination; the Declaration on the Rights of the Child; and the Declaration on the Elimination of Discrimination Against Women.

In the domain of education and peace there have been two outstanding documents—the United Nations Declaration on the Promotion of the Ideals of Peace, Mutual Respect, and Understanding Between Peoples, and the 1974 Unesco Recommendation Concerning Education for International Understanding, Cooperation and Peace, and Education Relating to Human Rights and Fundamental Freedom.

In recent years the main aim of the U.N. System has been to wrestle with a wide range of international or global problems. Those include such relatively new concerns as outer space, the seabeds, and the environment, as well as older ones like the shortage of food, poor health, the lack of education, and the elimination of war. Put more positively, the recent thrust of the U.N. and its related agencies has been to improve the quality of living for all persons on this planet. That ideal has gathered momentum in the search recently for a new international economic order.

However, there are other related aims. One is the gathering of pertinent information and the wide distribution of such data. Another is as a forum for the free expression of world opinion. A third is a laboratory in which nations learn to compromise and reach consensus. Fourth, the U.N. System is gradually helping to create a sense of international or

world community based upon a common past, some shared symbols, some common institutions, a common law, a common enemy or enemies, and a feeling of facing the future together.

2. The Power of the United Nations. One of the common misconceptions about the U.N. is that it is a world government or a body with power to act on a host of problems. As a result, many people throughout the world continue to ask why the U.N. doesn't do something about a problem in which they are interested. Often the expectations of what it can accomplish are exaggerated.

Students, teachers, and other adults need to understand that the United Nations is an intergovernmental organization which cannot infringe upon the sovereignty of its Member States. It has severely limited power and cannot act as a national government does. That is stated clearly in the Charter where it says that "Nothing in the present Charter shall authorize the United Nations to intervene in matters which are essentially within the jurisdiction of any State . . . . " Hence the statements and decisions of the U.N. and its related agencies are not binding on Member states except in certain specific instances.

Despite this severe limitation in power, the U.N. wields an enormous influence through the force of public opinion. Almost every government in the world belongs to it and one of the first actions of new nations is to apply for membership.

In studying the U.N. System, it is also important to note the shifts in power in its main organs. The best example is the gain by the General Assembly, due largely to what is commonly referred to as the veto power in the Security Council. Because of protests by the many nations which do not wield that veto power, more strength has been granted to the General Assembly in recent years where the smaller and less powerful nations can participate more fully in crucial decisions.

Perhaps the best proof of the influence of the U.N. System today is the fact that every major problem in the world is eventually brought before some part of that system for discussion and action.

3. The Programs and Progress of the United Nations System. Many people know about the conflicts and controversies in the U.N. because such difficulties make news. Far too few people, however, know about the positive achievements of this broad-based and far-flung cluster of organizations in thousands of constructive projects in every part of our planet. Any study, at any level of learning, should emphasize such programs and progress.

In capsule form, here are a few examples of the progress brought about by the U.N. System:

- since World War II over 100 nations have been formed, often with the assistance of the U.N., comprising approximately one-third of all the inhabitants on our planet.
- the Trusteeship Council has virtually worked itself out of existence in the last few years, with 11 Trustee Territories becoming self-governing countries.
- millions of refugees in almost every part of the globe have been aided by the Office of the United Nations High Commissioner for Refugees and other parts of the total U.N. organization.
- a massive effort is underway in nearly every part of the globe to aid the world's developing nations in providing their citizens with the essentials of a decent life and to help those countries to increase their economic output. Through the United Nations Development Program over 8000 projects have been carried on, with special emphasis upon the least developed nations. For example, in a recent year that program made available 11,000 experts and granted 7,000 fellowships for study abroad. Typical of its far-reaching activities are projects for irrigated agriculture in India, rural cooperatives in the Ivory Coast, forestry in Turkey, the development of geothermal energy in El Salvador, urban planning in Pakistan, and the cultivation of rubber in Thailand.
- through the efforts of the World Health Organization several diseases have been eliminated or virtually eliminated, including leprosy, malaria, smallpox, tuberculosis, and yaws. Thousands of projects have been undertaken to improve the physical, social, and mental health of the world's people.
- carrying out its mandate to save the world from the scourge of war, the U.N. has contributed substantially to cessation of hostilities in the Middle East, Kashmir, the Congo, Zaire and Korea.
- daily the United Nations Weather Watch issues about 100,000 reports, based on data from satellites, land and sea stations, and sounding stations around the globe.
- safe and efficient civilian air travel is enhanced constantly by the work of the International Civil Aviation Organization.
- quietly and efficiently the Universal Postal Union supervises the world wide distribution of mail, seeing that postal rates are standardized and the stamps of every nation are accepted everywhere.
- wherever a major disaster occurs, the United Nations Disaster Relief Office springs into action, bringing speedy assistance.

- millions of children are aided each year through the work of Unicef. In a typical year children in over 100 countries are assisted.
- through the International Bank for Reconstruction and Development and its allied organizations, loans totaling billions of dollars are made annually to the so-called developing nations to enable them to improve their agriculture, industry, transportation, and other facets of their national economies.
- through scores of practical projects Unesco carries out its mandate to promote peace and security through projects to reduce illiteracy, help nations to plan their educational systems, inform scientists about the latest discoveries in their fields, encourage nations to turn former deserts into fertile lands, explore the potentialities of our oceans, and foster programs conducive to international peace and cooperation.

Students, teachers, librarians, writers, and members of various organizations interested in world affairs should find it interesting, informative, and exciting to draw up more detailed lists of the accomplishments of the United Nations in a given country or in a specific field. If their results are widely distributed, they should be of great value to others.

4. The People of the United Nations. The U.N. is primarily an international, intergovernmental organization. But is also people. It is important to bear this in mind when considering the aims of teaching about this system, inasmuch as boys and girls, young people, and adults often learn more about an organization if the approach is through the lives of the people who work for it or the people affected by it.

There are several ways in which this can be done in connection with the various parts of the U.N. System. For example, many persons will find the biographies of the Secretaries-General of the U.N. fascinating and revealing. Reading them will give many individuals insights into the functioning of the U.N. Fortunately accounts are available on Trygve Lie of Norway, Dag Hammarskjold of Sweden, U Thant of Burma, Kurt Waldheim of Austria, and Javier Perez de Cuellar of Peru.

In a similar way accounts of lives of the heads of various agencies would be helpful to schools.

Brief profiles could be written, also, of the various presidents of the General Assembly.

Unfortunately there are few women in any of these top positions—at least so far. But there is some material available on such women as

Eleanor Roosevelt of the United States, Mrs. Pandit of India, and Alva Myrdal of Sweden.

Stories of workers in several secretariats also make good reading and hence good learning. One such paperback a few years ago, written by Joane A. Rowe and entitled *United Nations Workers: Their Jobs, Their Goals, Their Triumphs*, described the work of an interpreter, a documents clerk, a weatherman, a U.N. soldier, a city planner, and a farm worker, as well as others. It is hoped that the U.N. can provide more such material in the future.

We could also use brief, lively accounts of typical people who have been aided by the various agencies of the United Nations—a farmer who has just received a plough with a metal tip so that he can now produce bigger and better crops with less effort; the child who has been inoculated against yaws and whose outlook on life had been vastly improved; the families in a village whose protein diet has been increased by the "planting" of fish in the community pond; the tradesman who can carry more products to market and therefore improve his cash income because of a new road in his district; the international traveller whose safety and health are protected by the work of the World Health Organization and the International Civil Aviation Organization; and the ordinary citizens everywhere whose lives have been saved by the U.N.'s efforts to prevent global warfare.

Such accounts should help to humanize and personalize what often seems like a giant, impersonal, far-away organization.

5. Some Problems of the United Nations. At some point, or at several points, older students and prospective teachers should learn something about the system's problems. They come in at least two categories: problems within the organization and the global problems outside with which it deals.

If students reflect on the difficulties and disagreements in families, communities, and nations, they can begin to understand that there are bound to be problems in an organization which consists of over 150 nations.

For example, in an international seminar which the writer helped to run, even the question of the time for dinner brought out differences. The Americans suggested six o'clock as the proper time, the English people wanted it to be seven; the French said eight o'clock was the correct hour; and the Latin American said no one ever eats the evening meal before nine or ten. So—we ate at eight because we were located in France—and when in France, do as the French do.

If the minor question of the correct time for a meal can be an issue

on an international scale, how many major problems arise when people from many lands work together.

One of the basic problems today is the increasing number of issues brought up for discussion in the General Assembly or in nearly all of the specialized agencies of the U.N. An examination of the items before the General Assembly in 1955, 1975, and 1985 illustrates this point, with an increase of nearly 300%. And the increased membership in the U.N. also complicates its work as there were 76 members in 1955 and 155 in 1985.

In the General Assembly and in the general conferences of the various agencies, there is sometimes a cleavage among political-economic and/or geographical-cultural groups, with their divergent views on how the very limited funds of the U.N. should be used. Especially noticeable now are the frequent differences between the northern and the southern countries or those representing the industrialized and non-industrialized nations.

There is dissatisfaction, also, on the part of some countries over the special power in the Security Council wielded by the permanent members with their veto power—namely China, France, the U.S.S.R., the United Kingdom, and the U.S.A.

Then there is the proliferation of agencies, commissions, and programs which has developed as this system has grown over its 40 years of existence. It seems as if every time a new problem is examined, another agency or commission is established. Some progress has certainly been made in reaching agreements for better coordination among these various groups, but far-reaching improvements have not yet been agreed upon.

Nor have those concerned with the better use of the International Court of Justice (often called the World Court) come up with viable suggestions for the employment of that body more effectively in adjudicating international disputes.

There is also the question of financing some of the U.N.'s activities, especially projects which are not supported by all the Member States, such as the peace-keeping efforts in the Congo (now Zaire), with the result that some nations do not pay their assessments for such projects.

The question of voting continues to trouble some nations, also. From time to time objections are raised to the one nation-one vote method, with critics of that policy pointing out that equal weight is given to nations with a few inhabitants and those with millions of citizens. But some of the smaller countries object to the voting procedures in the International Bank for Reconstruction and Development

and the International Monetary Fund where voting is "weighted" by financial contributions.

Occasionally there is also criticism of the super-powers for by-passing the United Nations system when it seems to be to their advantage to do so.

Despite these and other sources of friction, the U.N. System seems to work well.

Far more important to most learners than these internal difficulties are the international problems or the global concerns with which the whole gamut of agencies, commissions, and programs deal. There is no major problem on our globe today of an international nature which some part of the U.N. is not considering.

Although some of those problems have been mentioned previously, a listing of several global concerns might be of value to some readers. Here are a few of them:

the arms race and war	population
deserts	poverty
development	prejudice and discrimination
disarmament	refugees
ecology and the environment	the sea beds
energy	terrorism
food	trade
human rights	the Third World
illiteracy and education	urbanization
land reform	water
New Economic Order	weather
outer space	women's rights

Possibly you would like to add to this list. If so, what problems would you add?

6. Perspective on the United Nations. Another important theme to bear in mind is the history of the organization and its component parts. Since children have very little sense of time, this theme should be reserved for more mature students. With them it is important to view the U.N. System as the latest and most ambitious of attempts to break down the barriers separating peoples, nations, and cultures, and to create a peaceful and just international or world community.

The beginning of such efforts go back far in history, something like a long highway, with many milestones along it. Perhaps a good place to start would be with Pierre DuBois (1307) and his *Plan for the Peace of Europe*—to end the Crusades and provide a permanent Court of Arbitration. In 1309 Dante proposed in his book on *The Kingdom* that all

nations live under one law. Then, in 1517 the Dutch scholar, Erasmus, wrote *The Complaint of Peace* in which he proposed a Council of Just Men so as to dispel wars.

Later, in 1595 the French statesman, Sully, presented his *Grand Design*, with its suggestion of a Council of Europe and an armed force based on a quota system. In 1623 Emeric Crucé went even farther, including China and India in his plan for a *World League* and calling for economic as well as political measures to insure peace. In 1625 the Dutch lawyer, Hugo Grotius, began what is considered the basis of international law.

In 1693 William Penn proposed a European federation (including the Turks and Muscovites) in his book *An Essay Towards the Present and Future Peace of Europe*. In 1761 Jean-Jacques Rousseau of France worked out a plan, known as *A Lasting Peace*, and in 1795 Immanuel Kant of Germany called for a federation of free states in his *Toward Eventual Peace*, including the abolition of all armies.

Then came the Congress of Vienna and in 1874 the establishment of the Universal Postal Union, which is the earliest of today's specialized U.N. agencies.

Students need to know something about the League of Nations and about several of the steps leading to the formation of the United Nations in San Francisco in the U.S.A. in 1945. Those might well include such events as The Atlantic Charter of 1941 and the Bretton Woods Conference of 1944.

7. Processes Within the United Nations System. More and more persons associated with the United Nations System are gradually becoming aware of the importance of the processes used in it, as well as of the end products of its work. This is especially true of behavioral scientists who are beginning to regard the system as a social science laboratory in which old ways of working together are tested and confirmed or rejected, and new ways of cooperation tried out.

Much has been learned in the past in communities and nations about the ways in which persons of divergent backgrounds, goals, and practices can work constructively together for the common good. Now we need to learn more about how this can happen on an international scale.

For example, the selection and training of international civil servants is of extreme importance as their efforts on a day-to-day basis are central to the success of that organization. The men and women who work in the various secretariats are chosen for the most part on the basis of their competence in specific fields and their fluency in the working languages. But they must also be secure, mature persons who can adapt to the wide range of persons from different nations and cultures with

whom they must deal. Those international civil servants must also be in sympathy with the overall goals of the U.N. System and be willing to subordinate their national and cultural points of view to the global perspective.

However, part of the value of a worker in any part of the U.N. complex of organizations lies in his or her ability to interpret the cultural bias and interests of his or her own group as they apply to the work of this international organization.

Thus adaptation to these dual allegiances is an important process in the various parts of the total U.N. System.

Obviously the delegates to intergovernmental meetings connected with the U.N. are selected on the basis of their nationality and are expected to reflect the thinking of their governments. However, there is a growing recognition of the importance for them of negotiation skills which make it possible to widen the areas of agreement and to broaden the bases for common action. Representatives who attend several international meetings often become attuned to the national and cultural differences among delegates and therefore become more effective negotiators. Frequently the unofficial and social get-togethers of delegates improve human relationships and enhance the chances of agreement on the questions under discussion in formal sessions. Delegates to such meetings also learn fairly quickly that it is easier to collaborate on practical projects than on statements of aims, goals, purposes, or values.

Thus negotiation is a part of the process at the U.N.

One more aspect of this topic deserves at least brief mention. That is the way in which the U.N. System has learned to make the best possible use of its limited financial resources, time, and personnel. That, too, is an important aspect of the processes being developed in international organizations.

One way to be effective globally is to draw upon the Member States for important data on a wide range of subjects. Experts in the various component parts of the U.N. System can then analyze such information, share it with interested groups around the world, and suggest possible plans of action nationally and/or internationally. Another way is to convene meetings of specialists in a given field where their expertise can be shared. A third method is to engage in "pilot projects," on an experimental basis, thus gaining invaluable experience for more ambitious undertaking later. A fourth approach is to "invest" in persons who have exhibited leadership qualities, furthering the education abroad and/or sending them on study tours in other parts of the world, thus gaining a broader background on which to work back home. A fifth method is to grant subventions to non-governmental organizations (called NGO's in

the U.N.) to conduct experiments or assemble data in a field in which they have proven competence. A sixth way is to publish books, pamphlets, and magazines which contain information which needs to be disseminated globally.

Even though this topic of effective processes in international meetings and organizations is a highly important one, little research or even reporting on it has been done to date. Surely we need to know far more than we do at present about "the meeting of minds" in such situations and the wise use of resources.

8. The Potentialities of the United Nations System. Some older and relatively mature students, future teachers, and other adults also need to think about the future of this worldwide organization and to explore at least three possible alternatives for the years ahead.

The first is the abolition of the entire U.N. System or at least the drastic curbing of its present programs and powers. Some who advocate such a course say it is too expensive or too inefficient. Others say that it tends to undercut the sovereignty of nations. Still others claim that it is a tool or weapon in the hands of their political opponents.

At the other end of the continuum are those individuals and/or groups who feel that the U.N. in its present form lacks the money and personnel to do what it should be doing and the power to enforce its commitments in many fields. They call for a larger, stronger, better financed and better staffed organization. Some go so far as to recommend that it become an embryo world government.

In between those two extremes are individuals and groups who counsel compromise—improving efficiency, upgrading the staffs, and granting it some more money and power than it has at present.

Persons studying the United Nations System in depth would do well to examine these alternatives and to decide what form they think this broad-based and far-flung organization should take in the foreseeable future.

Chapter 6

Some Key Questions for Persons and Groups Examining and Evaluating Programs for the Study of the World and the United Nations System

In the Preamble of the 1974 Unesco Recommendation Concerning Education for International Understanding, Cooperation, and Peace, some of the limitations of present programs around the world were mentioned. But one of the strengths of that document is that it does not dwell on the shortcomings in present programs. Instead, it moves on rapidly to urge Member States to study ways and means of involving as many persons as possible in programs to foster human rights and the creation of a peaceful, just, and humane world society.

Although that Recommendation is remarkably specific for an intergovernmental document, it does not indicate the type of questions school authorities might consider as they examine and evaluate their current programs about the world, including the U.N. System, or the type of questions they might ask about future possibilities for such programs.

Hence we will pose 11 questions in this chapter in the hope that they will prove helpful to a wide range of persons, groups, and national educational officials as they plan for more extensive, thorough, and imaginative programs than have been developed to date.

As you read this chapter you may want to think in terms of the position you now hold and react accordingly to the questions raised here, considering what you can do as a classroom teacher, a curriculum planner, a school administrator, a librarian, an educational official in a national Ministry of Education, a member of a Unesco National Commission, a leader in some out-of-school group, an adult education instructor, a person involved with some aspect of the mass media, a writer or publisher, a parent, or some other individual.

Since schools must carry the major responsibility for improving programs around the world, we will concentrate on them in this chapter.

But some references will be made to other agencies of society which can promote the international dimension of education. The questions which follow will deal mainly with overall objectives; specific details for implementing those aims in primary or elementary schools, secondary schools, and teacher education institutions will be dealt with in later chapters.

1. Who Can Be Involved and Who Can Provide Leadership in Improving and Expanding Studies of the World, including the United Nations System? The brief answer to that question is almost anyone. Parents can entertain persons from abroad in their homes. Librarians can increase and update the materials in their collections. Radio and television personnel can arrange programs on various aspects of international affairs. Leaders in youth groups, labor unions, and women's organizations can plan panels, film showings, or other programs on international themes. Authors and publishers can write and produce much-needed books and other materials for the general public and/or for students. In some instances classroom teachers can introduce changes in their teaching calculated to strengthen its international aspects. The cumulative effect of such changes can be significant.

In decentralized school systems, changes are usually easier to make than in highly centralized systems, because they do not involve so many people and agencies and do not require legislative action. Furthermore, they can be made in a single school or school system where the leadership is open to change and the community supports it.

One way to bring about changes in such systems is to make a survey of present practices and future possibilities by age levels and/or by subject fields. Another way is to experiment with innovative programs in a few selected classes or subjects. A third approach is to make a study of the total curriculum.

Since local opinion is so crucial in such decentralized schools, various groups can call for changes and/or support the efforts being made locally. That can be done by such groups as United Nations associations, labor unions, foreign policy organizations, and other groups.

Even in decentralized systems, the top educational officials in a state, province, departement, or other unit of government can be especially influential in promoting change. For example, one of the most promising developments in recent years in the United States was the issuance of a far-reaching program of suggestions presented to the Council of Chief State School Officers by its Committee on International Relations, entitled *Civic Literacy for Global Interdependence: New Challenges to State Leadership in Education*. That document was important because it was the first time than an influential group of

administrators had considered thoroughly the international dimension of education in their respective states.

In the many nations with centralized systems of schools, changes may come more slowly, but they can be more widespread and effective as they are made on a nation-wide basis. Although the leadership for such changes will eventually have to come from the Ministry of Education or the chief legislative body, those change agents may be prodded into action by influential individuals and organizations.

An outstanding example of change at the national level has been provided by the "internationalization" of the schools of Sweden. That extensive program was launched in 1968 by the Minister of Education, but it had come about, at least in part, as a result of the active work of the student movement in the early 1960s and after a long period of consideration by several other groups. Eventually the leadership for that nation-wide curriculum change was vested in the Swedish International Development Authority, cooperating closely with the national Board of Education, as well as with regional and local school authorities. In its emphasis upon the education of teachers, there was active collaboration with the Training Department of Umea Teachers College. The Office of the Chancellor of Swedish Universities was also deeply involved. Furthermore, this innovative project was reinforced by the work of the Swedish Broadcasting Corporation and the Committee for Television and Radio in Education. Obviously the success of that movement for change was due, at least in part, to the involvement of all interested parties in Sweden.

Somewhat similar, although less extensive and ambitious programs have been undertaken in recent years in India, Iran, Malta, the Philippines, Poland, and Sri Lanka.

Having referred to influential persons, groups, and organizations, perhaps it would be helpful to list some of the possible catalysts for change in education in various nations. Readers will realize, or course, that the agents for change vary from country to country. Here is a start on such a list of possible change agents:

- adult education leaders and associations
- educational inspectors or supervisors
- labor union leaders and associations
- mass media leaders
- prime ministers, presidents, or other political leaders
- religious groups
- teacher education institutions
- teachers' unions
- Unesco Associated Schools
- Unesco National Commissions

national ministries of education
parent groups
political parties
publishers
Unicef committees
United Nations Associations
universities or university professors or administrators

In order to pinpoint or reinforce this idea, perhaps you would like to consider these questions:

a. What other catalysts for educational change exist in your nation?
b. Which of the persons, institutions, or organizations listed above (including those you have added) are the most effective in your nation at the present time in pressing for more and/or better teaching about the world and the U.N. System?

Effective efforts for change can also come from a few international educational groups, including the World Federation of Teachers, the World Confederation of Organizations of the Teaching Professions, the World Education Fellowship, Unesco, the International Bureau of Education, and the World Federation of United Nations Associations.

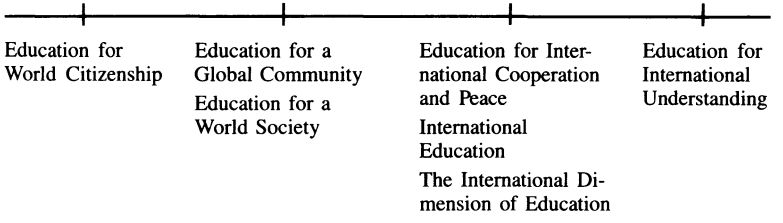
2. Are Our Objectives for Studying the World and the U.N. System Clear and the Terminology Widely Accepted? Anyone who has wrestled with the task of setting educational objectives can testify that such work is often time-consuming and frustrating. Tempers sometimes flare and the participants often sink in the quicksand of semantics.

Nevertheless such discussions can also be constructive. Indeed the process can sometimes become more important than the end product. Political, philosophical, religious, cultural, and educational differences can be aired and discussed, to the benefit of all. Eventually compromises can usually be reached and even consensus achieved.

The terminology in such work is often important, too. For example, in the early days of Unesco the term education for international understanding was the only phrase on which all the nations involved could agree, although there was some dissent that it accented the intellectual approaches to this broad field. Later the phrase education for international cooperation and peace was agreed upon by the representatives of the Member States. Then, in 1974, a more inclusive expression was accepted in the famous Recommendation Concerning Education for International Understanding, Cooperation, and Peace, and Education Relating to Human Rights and Fundamental Freedoms. That was a

cumbersome title but included the various phrases which appealed to all the parties concerned.

Clearly there are numerous points of view on teaching about the world. The major division seems to concern the extent to which we live in a world of nations—hence international education, and the extent to which we now live or will live in a global or world society—hence education for a global community or world society. Four different approaches are shown in the continuum below on teaching about or studying the world:



Again we pause to pose some questions for you to consider:

a. Which point on this continuum represents your point of view best, currently?
b. Which point of view best represents the position of your school system, currently?

Even before deciding on an overall title for your program, you may want to hammer out your overall objectives. To do this you may want to use some list which already exists, revising it to suit your needs. Or you may want to start from scratch. Perhaps the most appropriate list to include here is the set of Guiding Principles contained in the 1974 Unesco Recommendation. It included these principles:

a. an international dimension and a global perspective in education at all levels and in all its forms.
b. understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations.
c. awareness of the increasing global interdependence between peoples and nations.
d. abilities to communicate with others.
e. awareness not only of the rights but also the duties incumbent on individuals, social groups and nations toward each other.
f. understanding of the necessity for international solidarity and cooperation.

g. readiness on the part of the individual to participate in solving the problems of his community, his country, and the world at large.

Two other sections were included in that 1974 Unesco Recommendation in the section on Guiding Principles. They said:

> Combining learning, training, information and action, international education should further the appropriate intellectual and emotional development of the individual. It should develop a sense of social responsibility and of solidarity with less privileged groups and should lead to the observance of the principles of equality in everyday conduct. It should also help to develop qualities, aptitudes and abilities which will enable the individual to acquire a critical understanding of problems at the national and international levels; to understand and explain facts, opinions and ideas; to work in a group; to accept and participate in free discussions; to observe the elementary rules of procedures applicable to any discussion; and to base value-judgements and decisions on a rational analysis of relevant facts and factors.
>
> Education should stress the inadmissibility of recourse to war for purposes of expansion, aggression and domination, or to the use of force or violence for purposes of repression, and should bring every person to understand and assume his or her responsibility for the maintenance of peace. It should contribute to international understanding and the strengthening of world peace and to the activities in the struggle against colonialism and neo-colonalism in all their forms and manifestations, and against all forms and varieties of racialism, fascism, and apartheid as well as other ideologies which breed national and racial hatred and which are contrary to the purposes of this recommendation.

Perhaps you would like to pause again at this point and react to these questions:

a. To what extend do you find the set of Guiding Principles in the Unesco Recommendation, helpful? What sections or phrases would you omit? What sections or phrases would you add?
b. Do you have a generally-accepted statement of the aims of international education in your nation? Your region? In your school or school system? If so, to what degree do you support that statement?

3. Does Our Program Begin with Very Young Children? Almost all accounts of education for international understanding assume that such instruction starts somewhere in the primary or elementary schools, although most direct teaching tends to be postponed until the secondary school years and even then concentrate on history. Thus the many boys and girls who never obtain more than five or six years of formal education are deprived of most opportunities to learn about the world in which they live.

Actually international understanding or cooperation begins at the birth of an infant, or before, in the education of his or her parents. It is not a subject but a point of view, a cluster of attitudes and values, skills, and knowledge revealed in a person's estimate of himself or herself—and consequently revealed in that person's relations with others.

Therefore education for international understanding starts in the millions of homes around the globe. Its first instructors are parents—and soon afterwards the siblings, relatives, friends, and neighbors of children. From those "teachers" children learn their first and most important lessons in human relations, in authority, in ways of handling conflicts, in attitudes toward strangers, and in their basic view of the world as threatening or non-threatening.

Hence the general approach at this early level of learning should be one of creating the child's positive sense of self. That should lead to self-identification, not self-idolatry. There is no guarantee that secure persons will not discriminate against others but from the many studies of prejudice undertaken in many lands, it is clear that it is the insecure who most often project their insecurities onto others and therefore hate and discriminate. Conversely, persons who respect or value themselves can usually reach out and respect and value others.

And what can parents do in this regard? Here are a few suggestions; undoubtedly you can add others. Parents and others close to children can welcome into their homes people from other communities, other parts of their country, and persons from abroad—thus introducing boys and girls to a variety of human beings. They can monitor the programs viewed on television (the "third parent" in many instances). They can read books and tell stories about the lives of children with different backgrounds and from different places. They can help children to assume some responsibilities in the home and to take part in some decisions affecting their families. They can assist children in coping with conflicts and in learning how to resolve differences peacefully.

As educators we often speak and write about "readiness programs" in reading and arithmetic; the suggestions above represent a part of any

"readiness program" in international understanding, international cooperation, and international peace.

Two questions might be raised here for your consideration:

a. Have you surveyed recently your efforts in your home to introduce children to the world? In what ways have you been most successful? What else might you do?
b. Have you surveyed recently the program in some center for young children for introducing them to the world? In what ways are they most successful? What else might they do?

4. Is Our Program about the World Comprehensive, Continuous, and Cumulative, including Co-Curricular as well as Curricular Activities? The task of preparing pupils to live in an interdependent world is so vast that it demands programs which include individuals of all ages and draws upon all subject fields in schools as well as upon co or extra-curricular activities. Only through such comprehensive, continuous, and cumulative programs can students be educated for life in our international community or "global village."

It is understandable that persons designing such programs should think first of courses in civics, moral education, geography, and history—or of courses including a combination of the social sciences—known often as the social studies. All of those fields certainly contain excellent possibilities for contributing to the international dimension of education.

But the potentialities of other related fields also need to be explored. Much can be done through courses in art, literature, music, science, and other fields, Rich possibilities for learning about the world can also take place in many extra- curricular or co-curricular activities.

In other parts of this volume specific suggestions will be made about the inclusion of the international dimension of education in various subject fields and in co-curricular activities. Perhaps it will suffice to ask these questions here:

a. Is the program about the world in your nation's schools, your school system, or your individual school comprehensive, continuous, and cumulative?
b. At what age levels and in what subjects is the most effective work in international education being done?
c. What are the most neglected areas in your opinion?
d. What next steps would you propose?

5. Is the Atmosphere or Climate in Our School or School System Conducive to Good Human Relations and Is the School a Microcosm of the World We Want? Much that we are trying to accomplish in helping students learn about the world can be undercut or undone by the atmosphere or climate in our schools.

Children and young people (as well as adults) learn what they live. Consciously or unconsciously, they are aware when preachments and practices do not coincide. If they are taught about equality and then experience inequality, they are likely to become apathetic or even embittered. If they are taught about cooperation and compromise and then given no opportunities to participate in situations involving such skills, they begin to distrust those who are teaching them—and society in general. If they are taught about freedom and their opinions cannot be expressed, they are likely to question the integrity of those who are instructing them and become cynical about adults in general.

The importance of the atmosphere or climate in schools was indicated in a report a few years ago on *Development Education*, issued by the Food and Agriculture Organization. In that document it was stated that "In order to change childrens' attitudes, it is necessary that the school start by changing itself." And in one of the documents prepared by members of the Unesco Secretariat, drawing upon years of experience with the worldwide network of Associated Schools, they said:

> An especially important factor is the atmosphere of the school. It should be that of a community in which all individuals are treated equally. The principles of human rights should be reflected in the organization and conduct of school life, in classroom methods, and in relations between teachers and students, and among teachers themselves. The experience of a number of schools indicates that if pupils are given a voice in some of the affairs of a school, and particularly of the planning of activities to be carried out in connection with the project (education for international understanding), they gain valuable experiences not only in exercising rights but also in handling responsibilities.

On this point you may to reflect on these questions:

a. Would you rate the climate or atmosphere of your school or school system as excellent, good, fair, or poor? Why?
b. Of which aspects are you most proud?
c. What aspects of your school or school system could be improved in regard to its climate?

6. Does Our Program Give Due Attention to Attitudes and Values, Skills, and Knowledge, with the Aim of Improving Behavior? All too often in schools the emphasis in learning about the world is on the stockpiling of factual knowledge. Always a questionable emphasis, it is becoming more dubious today because of the enormous increase in information and the rapidity with which it becomes obsolete. As one example, think of the list of 51 Member States of the United Nations which you may have learned in school in 1945, and then think of the 159 Member States today.

This is not to suggest that knowledge is unimportant. But undue emphasis upon it, at the expense of other kinds of learning, is regrettable.

Two suggestions seem important at this point. One of them is the need to ask ourselves as educators if the knowledge we want our students to acquire is relevant; within the scope of their abilities, interests, and maturity; and whether it will be important over a long period of time.

Secondly, it might be helpful to concentrate on knowledge which illuminates the key concepts relating to the world, including the U.N. System. This is an approach which is receiving increasingly favorable treatment by psychologists dealing with learning. Here is a list of important concepts you may want to consider in teaching about the world:

affluence
agriculture
aid
apartheid
arbitration
atomic energy
beauty
capitalism
Charter (of the U.N.)
communism
communities
competition
cooperation
countries
consensus
conflict
culture
decolonization
democracy
desert
detente
development
differences
disarmament
discrimination
diversity
drugs
ecology-environment
education
energy
equality
families
food
fun
Gross National Product
health
hijacking
homes
human rights
human settlements
hunger
ideologies
inflation
interdependence
international
international civil servants
justice
land reform
mediation
minorities
nations-nationalism
new international economic order
non-governmental institutions
outer space
peace
people
pollution
population
poverty
prejudice
reform
refugees
regional organizations
resources
revolutions
sanctions
sea beds
similarities
socialism
sovereignty
space

super powers	unemployment	of Justice
supra powers survival	United Nations System:	urbanization
tariffs	General Assembly,	values
technology	Security Council,	war
terrorism	Economic and Social	water
trade	Council, Secretariat,	ways of living
transnational	International Court	

In a similar way educators can develop generalizations about many important international topics or themes, such as water and space, which they will want to stress with their students. The compilation of such generalizations is an excellent exercise for curriculum planners, classroom teachers, and others, and is likely to foster better teaching.

For those uncertain as to exactly what is meant by generalizations, they are usually one sentence or one phrase explanations of concepts. Here are a few which might be a part of developing the idea of the concept of people:

- There are over five billion people on our planet.
- Everyone belongs to one "race"—the human race; the idea of races by colors is considered archaic.
- People often classify themselves in different ways—by sex, by family and possibly by tribe, by their community, by their nation, and often by their religion.

Like concepts, pupils need to discover these ideas and frame their own statements rather than to memorize previously prepared statements.

But even carefully selected knowledge, acquired by learners through discovery methods rather than memorization, is only one element of education. Linked with it should be the acquisition of skills. Knowledge may change but skills, once acquired, are less likely to become obsolete and be usable in new situations throughout life.

Surely programs about the world need to emphasize the acquisition of many skills. Among them would be those of locating, gathering, and evaluating information and ideas; organizing data; listening; reading, observing; and making and/or interpreting graphic materials; presenting information and ideas orally and in written form; thinking; and globe and map skills.

Then there is the broad area of attitudes and values. On them there is likely to be a large amount of disagreement among teachers in any country, as well as among the teachers of different countries. The unresolved question is the extent to which schools and other agencies of society should inculcate or indoctrinate the values of a nation and the extent to which teaching should be open-ended, encouraging students to examine and clarify their own values without attempts on the part of

teachers to impose the values generally agreed upon locally and/or nationally.

This is not the place to discuss in detail that very broad and very controversial question. Undoubtedly educators everywhere will be wrestling with that issue for years, decades, or even centuries to come.

The writer will limit himself to one interesting and important development in this field. Largely due to the research carried on for many years by Jean Piaget, studies have been made during the last few years in such divergent nations as Mexico, Turkey, the United Kingdom, and the United States. Those studies seem to confirm Piaget's contention that children everywhere pass through approximately the same stages in the development of their values. Some readers may want to read further about those stages.

Despite disagreements on values education, some values suggested in the various documents of the United Nations System regarding human rights and international education command general agreement. Among them are the worth of all individuals; the right of everyone to a decent standard of living; respect for persons of differing racial, economic, and political beliefs; and the advancement of justice, freedom, human rights, and peace. As educators we can begin with broad principles and work gradually to extend the areas of our common agreement over the years ahead.

Each of the three factors mentioned in this section—knowledge, skills, and values and attitudes—has a distinct contribution to make in the development of mature, self-actualizing, competent, and humane individuals who are concerned about their world neighbors and committed to the improvement of life for everyone on our planet.

Several highly important issues have been mentioned in this section. Perhaps you would like to react again at this point, using the following questions:

a. In your school or school system is there a good balance among the factors mentioned above-knowledge, skills, and values and attitudes?
b. In which of those three areas do you feel you as a teacher, administrator, or curriculum specialist are most effective?
c. On which do you feel improvement should be made?
d. How would you edit the list of major concepts on the world and the U.N. System?

7. Does Our Program Encourage In-Depth Studies of Selected Topics? The number of topics about the world and the U.N. System which any intelligent, informed individual should study and the amount

of knowledge he or she needs to acquire is formidable. Furthermore, new and important knowledge and ideas are constantly being added exponentially.

Faced with such a situation, what can program planners in schools and other groups do? Here are a few ideas to consider in order to encourage in-depth studies.

First, we probably should think in terms of the most important long-term themes about which people should become informed and concentrate on them. That is what we tried to do in Chapters Five and Six.

Second, we might think of learning whatever seems most important over a period of years rather than trying to do most of it in a year or two, usually in secondary schools.

Third, we could use all the subjects taught in schools rather than limiting ourselves to geography, history, and a few related areas.

Fourth, perhaps we out to concentrate more on helping students "to learn to learn," helping them with models or constructs such as those presented in Chapter Seven, on families, communities, and countries, as well as concentrating on some central concepts and generalizations.

Fifth, we probably need to be more selective in deciding what to study, using a few examples of a theme rather than scores of samples of a topic. For example, in many schools and school systems the course of study calls for the examination of the countries of the world in one or two years. With more than 150 nations and possibly 180 school days, it is manifestly impossible to learn about all the countries in anything but a hop-skip-and jump fashion. How ludicrous to study all the nations from Afghanistan to Zaire in even two years. A week's absence from school would mean missing three or four nations! Perhaps we need, therefore, to select representative samples and to study them in considerable depth.

Are you ready for another short set of questions? Here they are:

a. Do you agree with this plea for in-depth studies? Why or why not?
b. How many of the five suggestions listed above for fostering in-depth studies are you using? What others might you try?

8. Does Our Program Foster Realism? Teaching about the world and the U.N. System is often unrealistic. It may be out-of-date. It may be inaccurate. It may lack balance. It may be biased. If so there are several things we can do about that situation.

In order to bring our teaching and study materials up-to-date, we may need to rely more in the future on pamphlets and on paperback books which can be prepared more quickly and then revised or discarded.

On studies of the contemporary scene we should probably make more use of citizens from other countries who are living at present in our nation. Of course they do not all have accurate and unbiased information about their homelands or the ability to communicate with students. Nevertheless they are a resource which is used too infrequently and often inadequately.

Furthermore, we need to use a wide variety of materials on a given topic rather than relying on one textbook, magazine, or newspaper.

Also we need to urge writers and publishers to improve the realism of textbooks.

If the current experiments in India and elsewhere in the use of school programs by satellites prove successful, there are unlimited possibilities for using that medium to send out accurate and up-to-date materials on a wide range of subjects about the world, with adequate time and personnel to prepare such programs.

And one more suggestion. Some teachers need to be reassured that it is not wrong to deal with the shortcomings or failures in a community abroad, another country of culture, or a part of the United Nations System. Unfortunately some people feel that understanding excludes criticism. Far from it. Real understanding, including international understanding, recognizes the weaknesses as well as the strengths of people, institutions, nations, and international organizations and agencies.

Writing on that idea not long ago a group of education consultants from several nations, meeting in Paris, had this to say:

> International questions should be dealt with in a spirit of realism. In teaching about the United Nations and its Specialized Agencies, for example, the limitations as well as the strengths of those international organizations should be examined objectively. Over-idealization often leads to exaggerated expectations and ultimately, when such expectations are inevitably disappointed, to disillusionment with these institutions and their efforts.

We close this section with two questions:

a. On what topic or topics do you find it most difficult to teach realistically? Why?
b. What suggestions do you have for improving teaching on that topic or topics?

9. Does Our Program Take Into Account Assessment or Evaluation? Evaluation or assessment should be an integral part of any program of instruction, including teaching about the world and the U.N.

System. Teaching without such feedback is like navigating a ship without a compass or a rudder.

Any adequate program of evaluation needs to take into account all aspects of learning, too—knowledge; skills; values and attitudes; and the learning materials used. That is a large order and one reason why assessment is usually the most difficult and most neglected part of teaching about the world.

The measurement of knowledge is relatively easy. Sometimes this can be done by essay questions. Often it can be carried on quickly by completion items, such as "The title of the man or woman who is in charge of the United Nations Secretariat is . . ." Multiple choice questions can be used, too, even though they sometimes encourage guessing. An example of such an item would be "The veto is used in (a) The Trusteeship Council, (b) The General Assembly, (c) The Security Council, (d) The Economic and Social Council.

It is often helpful if tests of knowledge, as well as of attitudes, are administered at the beginning of a unit or course of study. Thus teachers know better what needs to be taught and can save much valuable time and effort. Occasionally the same test can be given at the end of a period of study to see what has been accomplished.

Space does not permit a lengthy discussion of attitude tests but a few comments should be made. One valuable method of assessing the attitudes, as well as the correctness of information, regarding an idea of institution is to use an open-ended statement, asking students individually or collectively to complete it. For example, have them respond orally or in writing, and quickly, to the statement "The United Nations is . . ." or asking the question "What comes to your mind when the term United Nations is mentioned?" If this is done orally with a fairly mature group, the replies, without any editing, can be written on the chalkboard. After several answers are given, the group can then examine each reply to ascertain whether it is true or not. The same approach can be used with many other statements, such as "The Chinese are . . . ," "The Americans are . . ." or "The Russians are . . ."

In the field of interests or attitudes, some teachers have successfully used contrived situations. An example would be the following: "It is the end of your stay in a summer camp with children from many countries. You are about to leave. You have time to say goodbye to only four friends from some other parts of the world. From what countries would they come? What would you say to them?"

With secondary school students you could use a similar device, have the students select two or three roommates from other nations, giving the reasons for their choice.

The study of maps of a community which have not been examined, or maps of a ficticious community or country, can be used advantageously to test map skills.

Especially with younger children, the drawing of pictures of people from other places can reveal much about the images of those people in their minds.

Some questions? Yes—just three:

a. Which of the above suggestions for evaluation have you used?
b. Which of the suggestions above might you use profitably in the future?
c. What other suggestions would you add to this section on assessment or evaluation.

10. Does Our Program Include Research? Another aspect of education for living in the world community on which we are generally weak in research. That is an area to which educators need to devote much more time and thought that has been done heretofore. And such research ranges from single classroom "action research" to comparative international studies.

There are two particularly promising developments in this field. One is the establishment in recent years of several peace research institutes, such as those in Norway, Sweden, and the United States. The other is the appearance of a few studies of the attitudes of children in a given country toward the people of other nations. The results of one of the earliest of those comparative studies were published in 1962 by the Unesco Institute for Education, located in Hamburg, Germany. It dealt with *The Educational Achievement of Thirteen-Year-Olds in Twelve Countries*. Then, in 1967 came the publication of the results of a study by Wallace E. Lambert and Otto Klineberg on *Children's Views of Foreign People*. Among its many findings was the tremendous impact of television and movies on the views of children about people around the world. A somewhat similar study was made about the same time by Gustav Jahoda on the attitudes of Scottish children toward people in other nations.

Then came the formation of the International Association for the Evaluation of Educational Achievement, a pioneering effort which has involved 20 nations, nearly 10,000 schools, and approximately 50,000 teachers, over a period of seven years. Under the direction of Torsten Husen of Sweden, a series of nine books has reported on extensive research in science, literature, and civic education.

An interesting variation of such research, although highly subjective in nature, was the poll taken by the *U.S. News and World Report* and

graphically presented in their issue for January 19, 1987. In it 22 experts on comparative education from the United States, Japan, and Western Europe ranked various national school systems on a scale of 1 to 10 on their general achievement in several subject fields. To them Japan led in mathematics and science instruction, West Germany in the teaching of social studies and foreign languages, and France in the thoroughness of their instruction in their own language.

Perhaps one warning needs to be sounded in comparing the school systems of various nations and that is to remind readers that educational institutions grow out of a broad cultural background and comparisons without taking that fact into account may be very misleading.

Writing on this theme of research, a group of educators convening in Paris in 1980 at the behest of Unesco, suggested five areas in which research, innovation, and experimentation needed to be carried on. Briefly stated, they are (1) policy-oriented research (2) curriculum development and teaching materials, (3) pedagogical research, (4) assessment, and (5) research on the learning process.

Again, we suggest that you might like to think about these two questions on this section:

a. What research is being carried on in your school, school system, or nation regarding education for international cooperation and peace?
b. What research do you feel might be undertaken profitably? By whom?

11. Are We Using a Wide Range of Methods and Teaching-Learning Resources in Our Studies of the World and the U.N. System? For several reasons a variety of methods and materials are needed in this broad field. The needs and interests of students vary; consequently the methods needed to reach them differ. Furthermore, teachers function best when they are at ease with the methods they use best. Also, the introduction of new methods often heightens the interest of pupils. And it is certainly true that different aims demand different methods.

Certainly all of us as educators need to continue to use the methods which we use most successfully. But we also need frequently to try new methods to increase the range of our skills in instruction and to enhance learning.

At this point we shall concentrate on a few approaches to teaching about the world and the U.N. System.

First, a word of encouragement and advice to teachers with little or no equipment. That is a difficult but not hopeless situation. Transistor

radios are now available almost everywhere and broadcasts over them about various aspects of the world, especially current events, can often be used in schools. Maps can be made on the school grounds if the weather permits, and/or on the walls of the classroom, and/or on sand or dirt tables in the classroom. Simple but large globes can be constructed by students, with the teacher and class adding new materials on such visual aids from time to time. Pictures on a wide variety of topics can often be clipped from magazines and newspapers and mounted on cardboard for use by other groups in the future. Charts, maps, and diagrams can be copied from textbooks, encyclopedias, and other volumes, preferably in enlarged form, and stored for future use. Occasionally people in the vicinity can be persuaded to visit the school as resource persons about the places they have visited or in which they have lived. Role playing is a method which requires no equipment and is often extremely useful, enabling students to think and feel as others might.

If the school has electricity, the purchase of an overhead projector or an opaque projector may be one of the best uses of limited funds as those instruments can reproduce for an entire class materials which are otherwise available in only a single copy.

Since it is impossible for most students to visit other parts of the world, all teachers need to use as widely as possible audio-visual methods and materials in teaching about the world and the U.N. System. That includes the widest possible use of pictures, films, filmstrips, maps, charts, stamps, coins, postcards, and other graphic teaching-learning materials.

Action projects by students should also be encouraged.

We end this section and this chapter with three questions, as follows:

a. With what two or three methods of teaching about the world are you most comfortable? Why?
b. What other methods might you try in the immediate future?
c. What other suggestions do you have for teaching about the world and the U.N. System with little or no equipment?

Chapter 7

The International Dimension of Education in Elementary Schools*

Most educators think that the emphasis in the early years in school should be on learning about life in the local community. Later, boys and girls should certainly learn a great deal about their own country. Especially in large nations, pupils may also need to study the regions in their homeland.

Nothing in this chapter is intended to challenge the importance of studying those units of society. But a primary school curriculum today which limits children to learning about their local community and their nation is obsolete. It may even be dangerous because it gives them the impression that those are the limits of the world in which they will live throughout their lives.

Actually many children have already discovered the wider world before they entered school. A few were born abroad or have travelled in other countries. Many have seen or met people from abroad in their local community. Some have heard about the larger world from older people or seen and heard it on television or from the radio. Many have been to airports or wharves and discovered there is a vast world somewhere "out there." During their years in elementary school, many people will begin to read newspapers and magazines and be introduced to important aspects of the world. In an increasing number of schools, there are now students from other countries.

Therefore children today are often more accepting of our new, interdependent, international community than many adults. Those girls and boys were born into a world in which people had already travelled into outer space and reached the moon. Airplane travel and space communication are commonplace to them. Consequently they accept the world as it is.

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*Readers should note that the term "primary school" outside the United States usually refers to the first five or six grades of compulsory education.

Children live now, and will increasingly live, in an international community as well as in a local community, and their education needs to prepare them for such a life. This is not something which should be postponed until the secondary school years, especially in view of the fact that a large percentage of the world's pupils never reach that stage in schools. The windows of our elementary or primary schools need to be widened to give pupils a view of the entire world. Developing in pupils such a planetary perspective is not a frill; it is basic education, fundamental education, education for survival, education for constructive and creative living now and in the foreseeable future.

In this chapter we will concentrate on some of the characteristics of elementary or primary school curricula which introduce children to the world through appropriate experiences for them between the ages of six and 12 or 13.

A. Some Characteristics of Curricula in Primary Schools With International Dimensions

In the next few pages we will suggest 12 characteristics of primary school curricula which introduce pupils to aspects of the international community in a realistic, effective, and interesting manner, adapted to their level of maturity.

1. Starts Early and Emphasizes the Development of a Sense of Self. Simply pouring content about the world into the heads of children isn't going to produce the kind of individuals who are able to live cooperatively with others in the world-wide community of today and tomorrow. In fact, such efforts may prove counterproductive.

On the other hand, providing a secure environment in which girls and boys can grow and develop a sense of self may go far in producing the type of mature individuals we need. Little else will be achieved in learning unless we can become relatively successful in this task of the highest priority—a heightened sense of self. Otherwise children are likely to become like porcupines, with their quills bristling. Hating themselves, they will hate others. Or they are likely to become like turtles, drawing tightly into themselves. Fearing themselves, they will fear others. Children are not likely to accept others until they have begun to accept themselves, to respect others until they have begun to respect themselves, and to value others until they have begun to value themselves.

Much of this sense of self must come from the home. It is the nursery bed in which the young plant, well protected and cared for, grows initially. But when the seedling is transplanted to the school, this

same sense of security must surround it, too. Otherwise there will be little growth. All children need to feel that they belong and are important. All children must be helped in channeling their aggressive tendencies into socially useful tasks. Competition needs to be minimized and cooperation maximized. Apathetic children need to be assisted in overcoming their lethargy and becoming self-respecting persons, while overaggressive children need help in channeling their hostility and becoming self-actualizing individuals.

Whatever teachers can do to produce panic-proof rather than panic-prone persons is the first task of education for living in the international community of today and tomorrow.

2. Highlights People and Their Ways of Living: Similarities and Differences. Introducing children to many of the people on our planet ought to be high on the list of priorities for elementary or primary schools. Today there are over five billion of us on Planet Earth. By the year 2000, there will probably be more than six billion inhabitants on our globe. By the year 2025 or 2050, billions more.

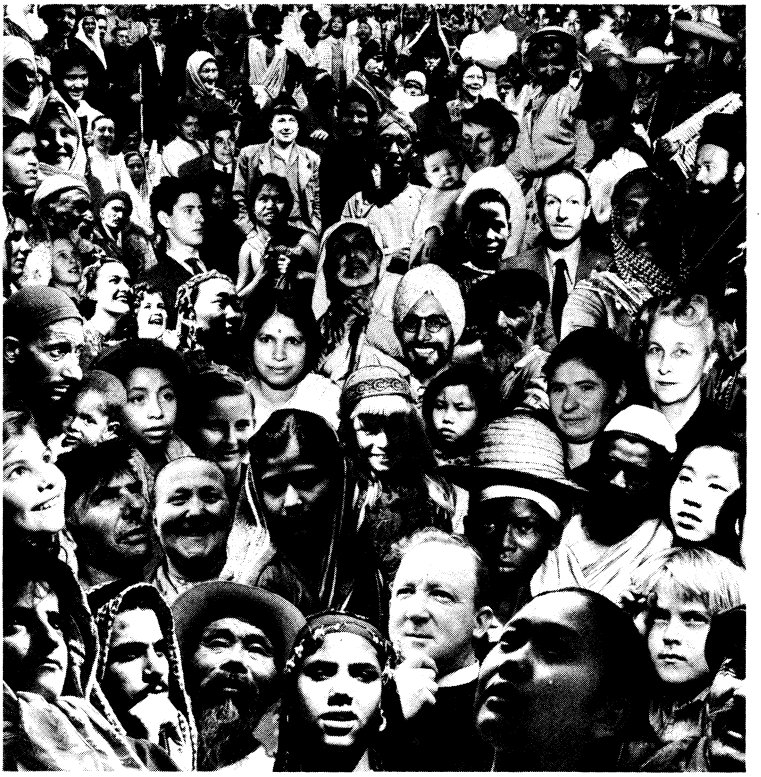
This may seem like a staggering assignment, but it ought to be an exciting one, too. At the risk of oversimplification, the writer suggests that there are only two major points to stress. One is that we are similar; the other that we are different.

Even young children can learn that people everywhere are similar. We all eat. We all sleep. We all work. We all play. We all live in families of some kind. Many of us worship. All of us have ideas of what is "right" and what is "wrong."

But very early in their school years children should begin to realize that the people of the world are also different, just as those they know locally vary in some ways. We all eat,—but different foods, prepared in different ways, and eaten with different implements. We all sleep, but on different kinds of beds—straw mats on the floor, hammocks, charpoys, or mattresses. There are thousands of examples of our differences.

Children should learn that there are acceptable ways for them to act in their home, their community, and/or in their country. But they also should learn that other ways are acceptable in other places.

Likewise, boys and girls should learn that there are usually reasons why people do what they do. For example, in some parts of the world, especially where the weather is warm, people sit on the floor. And because the floor is hard, they often use thick and sometimes beautiful rugs and/or hassocks. Again, many of us wear hats. But how different they are! If you are a young man in Jordan or some other Middle Eastern nation with desert land, you may wear a kaffiyeh, held on your head by an agal, so that you can protect your face in case a sandstorm comes



Understanding and accepting the diversity of the world's people.

quickly. Or if you are from Democratic Kampuchea or a person from some other part of the world where rice is grown in paddies, you may wear a large straw hat to protect yourself from the glare made by the sun on the water.

In other words, children need to learn that "foreigners" are not crazy people doing crazy things; they are human beings, very much like them, with similar needs, but with different ways of meeting them in their environment.

There are scores of ways in which to introduce children to their "world neighbors," a concept which they can grasp more easily than many other terms we often use. Textbooks and trade books, picture and stories of children and families in other parts of the globe, films and film-strips, tapes and recordings, and many other devices can help teachers in this task. Role-playing and dramatics are usually helpful in enabling children to "feel" as other people might feel. Occasionally it will be possible to invite individuals from abroad to visit a classroom or school.

3. Introduces Girls and Boys to the Whole World Through Selected Segments of It. What a distorted view of the world we have given children in almost every part of our globe. For example, if they were in a school following the curriculum outlined by their colonial rulers, their view of the world was likely to be limited to the people in the areas that country governed. Even today large parts of the world are ignored, as if people did not live in them. For instance, in many schools Africa is ignored or treated as a single entity, disregarding its diversity in more than 50 nations.

Perhaps the best way to tackle the formidable task of introducing pupils to the entire world is to think in terms of several large regions or cultures. Children can thereby "meet" people from each of these areas, thereby gaining a fairly representative view of the entire world.

One social scientist has suggested these 11 major parts of today's world:

- The European Culture Region
- The Soviet Culture Region
- The Anglo-American Culture Region
- The Latin American Culture Region
- The North African-Southeast Asian Culture Region
- The South Asian Culture Region
- The Southeast Asian Culture Region
- The East Asian Culture Region
- The African Culture Region
- The Australian-New Zealand Culture Region
- The Pacific Culture Region

Another authority has suggested a somewhat shorter list, with eight areas, as follows:

Africa: South of the Sahara	Latin
Anglo-Saxon	Muslim
Germanic-Scandinavian	Sinitic
Indic	Slavic

Valid objections can be raised to either list, but they merit consideration, especially by curriculum planners who are trying to assure depth, as well as world-wide coverage, in elementary or primary education about the world.

4. Explores a Few International or Global Themes. In Chapter Four the author suggested 12 themes or topics which might serve as the basis for the curricula of schools and school systems. In several instances a double heading was given, with the first part applying to primary schools and the second to secondary schools and colleges. Perhaps you would like to reexamine that list and consider which ones you would stress with primary school pupils, remembering that the last four or five were recommended particularly, but not exclusively, for older students. Here are those suggested themes or topics:

a. Our Spaceship Earth: Planet Earth
b. Our Fellow Passengers on Spaceship Earth: The People on Our Planet and Their Ways of Living
c. Work Around the World: The International Economy
d. Our Communications and Transportation
e. Our Food and Health
f. Our Schools: Education Around the World
g. Our Fun and Beauty
h. Our Communities: Human Settlements Around the World
i. Our Nation and Other Nations
j. Our National History and Our Common World History
k. Our Conflicting Goals, Ideals, and Values and Our Common Goals, Ideals, and Values
l. Our Increasing International Interdependence and Solidarity
m. Our International Problems and International Organizations as Means of Coping With Them

Possibly you would like to rearrange that list, placing the one on people first. Then you can locate the people on various parts of the globe, learning why they live where they do. This is primarily a geographical theme and covers a wide range of ideas. The topics of work,

communication, transportation, food, and health are common themes in most schools and elaboration of them is probably not needed here. Schools around the world is an interesting topic but not one on which a great deal of time need be spent.

Several of the other themes we will be dealing with in more depth later in this chapter. Although goals, ideals, and values can be touched upon through a number of other topics, it is a more philosophical subject and probably better suited for emphasis in secondary schools and colleges.

That leaves the theme of interdependence and solidarity. This is an important and interesting topic for primary grade children and can be developed in a variety of ways, either as a separate unit or as a point to emphasize in many topics. Its possibilities are almost limitless as we are all dependent on other people in many parts of our planet for resources and manufactured goods, for food and medicines, for ideas in art and architecture, for music, for games and sports, as well as many other things.

To cite one example, the music of the Austrian and German composers, Bach, Beethoven, Brahms, Hayden, Mendelsohn, Mozart, Schubert, the Strausses, and Wagner, is now heard around the world, as is the music of such Russians as Borodin, Moussorgsky, Prokofiev, Rachmanioff, Rimsky-Korsakov, Rubinstein, Shostakovich, and Tchaikowsky.

5. Grapples With a Few World Problems in an Elementary Way. Young children should certainly not be confronted with the world's problems. So far as possible they should be introduced to a non-threatening world. However, as they study families and communities in different parts of the world, they will learn that other people have problems, often the same ones as they face in their own families.

But by the time pupils are nine or ten, they can surely grapple in an elementary way with a few of the world's pressing problems, such as pollution of the environment and the abuse of the land, and the lack of food or of proper food.

Probably the greatest gain from such an approach is in the practice it affords pupils in the process of examining problems. They can gain as much information as possible on a topic and organize their data. Then they can suggest alternative solutions, examining them one by one. Next they may need to collect more data or examples. Eventually they should be ready to select their choice of the various solutions, testing it for validity. Finally, if possible, they should engage in some action based on the choice they have made.

6. Includes Emphasis on Fun and Beauty in the World. Adults

are so often so impressed by the world's problems and so engrossed in them that they fail to recognize the fun and beauty in the world and to include these important aspects of living in school studies. Surely children, as well as adults, have a right to enjoy the gaiety and happiness, the color and form, the humor and kindness that exist in the world.

They should discover early in school that there are many forms of beauty and many kinds of fun, and that they existing different forms in every part of our globe. There is beauty in the landscape and in nature, in art, in music, in dances, in clothes, and in many other aspects of life.

Children can also learn early in life that many people lead difficult lives and that their games and sports, their music and dances, their holidays and celebrations, are ways of relaxing and gaining strength for the days ahead.

Older pupils can discover that fun and beauty are sometimes clues to understanding individuals, groups, nations, and cultures. They can begin to understand that one way to appreciate other people is to learn what they enjoy and what they create.

Scores of examples can be found to illustrate these points. A few were noted in Chapter Four. Here we will add only a couple of others. As children learn about our earth, they can revel in the snow-capped peaks of Kilimanjaro in the United Republic of Tanzania, the Matterhorn in Switzerland, Mount Everest in China, and Fujiyama in Japan. They can enjoy the glorious settings of cities like Rio de Janeiro in Brazil and Capetown in South Africa. And they can learn some of the thousands of games played around the globe—like Antelope in the Net—from Zaire, Coffee Cups—from Turkey, the Grinding Stone—from Malaysia, or Hyena and Sheep—from the Sudan.

Enjoying fun and beauty is a dimension of education about the world which is too often neglected and one which we need to emphasize more, everywhere.

7. Includes Some Study of the United Nations System. Because of its importance today and the assumption that it will be even more important in the world tomorrow, pupils in primary schools all over the world need to learn something about the United Nations System. This is especially important for the millions of girls and boys who complete their formal education at the end of primary school, or drop out before then.

Instruction about the United Nations System with young children will undoubtedly be limited and primarily incidental. It can include the flying of the U.N. flag, a party on United Nations Day, and participation in festivities with older children and/or adults. If children are studying the work of the local post office, they can learn that letters and packages

are often sent to other parts of the world with the help of the Universal Postal Union. Their introduction to the U.N. may well be through the work of the United Nations Childrens Fund or, in some instances, through the work locally of some agency of the broad based U.N. System.

Children will not understand fully even such limited experiences. But this is the same type of subliminal learning that we foster in connection with the development of national feeling and can be applied to the international domain, too.

By the time girls and boys are nine or ten, they should be able to understand in an elementary way the work of a few of the specialized agencies, such as the Food and Agriculture Organization, the International Civil Aviation Organization, the International Labor Organization, and the World Health Organization.

Some pupils at that point in their lives may also be listening to the radio or watching television programs and have questions about references to the U.N. Their questions should provide excellent opportunities for teachers to present in a simple way some aspects of its work. Celebrations should have much more meaning to this age group.

Somewhere in the upper elementary of primary school most schools and school systems will want to include a much more thorough and comprehensive study of the entire U.N. System. This is especially pertinent in institutions where the students will not remain in school beyond this point. Such a study would include many or most of the points suggested in Chapter Five—including its purposes, its processes, its perspective, and its potentialities.

8. Permeates All Aspects of the Curriculum. Perhaps it would be helpful to say again at this point that the study of the world, including the United Nations System, is not another subject to be added to the curriculum. It is an emphasis which should be made in many curriculum areas and in extra-curricular or co-curricular activities.

In Chapter Eight we will examine in some depth the possibilities of teaching the world and the U.N. in various subject fields. Here we will approach the various subject fields in depth but, it is hoped, with enough suggestions to be helpful to readers and to encourage them to explore specific subjects further than is possible in this book.

In the study of families, communities, and countries in other parts of the world, every effort should be made to include the art of the people being studied. This can be interesting as well as revealing. Often the subject matter of drawings, paintings, and other artistic creations of people, and the media they use, can tell us much about individuals or groups—their values and the land they occupy. Younger children es-

pecially will be interested in the drawings and paintings of boys and girls of other lands. Sometimes exchanges can be arranged. Often color reproductions, slides, films, and filmstrips can be used to enrich such studies.

In the field of literature or the language arts, the possibilities for studying the world are almost limitless. With young children stories and folk tales from other parts of the world can be read aloud, discussed, and often acted out. Some poetry can be used, too. Then, for slightly older pupils, there are novels and non-fiction books, biographies and autobiographies, and plays and pageants. If books can be obtained from other countries (written in the language of the students, of course), that will add a new dimension to their reading. Some older students may also want to have pen pals in other nations.

In mathematics or arithmetic there are fewer possibilities. But there is a splendid opportunity for enterprising writers of math textbooks to develop materials taken from the work of the U.N. and adapted for boys and girls, such as simple charts and graphs.

Much that was said about art also applies to music. For example, a study of the types of music various groups have created will reveal much about their values, while the study of the instruments they have made can tell people much about their environment. While it is obviously true that people everywhere enjoy and create music, it is also true that music is culturally determined. Consequently many people never learn to enjoy the music of other groups because their ears have not become accustomed to their creations. That is a field for exploration by interested musicians in the coming years.

In addition to listening to the music of people in other parts of the world and singing and playing it, older pupils may want to arrange exchanges with students in other countries of the recordings they have made or collected. Wherever possible, schools should build musical libraries representing many parts of the world.

In science there are many possibilities, too, for extending existing studies to the world. These include biographies of famous scientists from different parts of the world and their discoveries; the work of the World Health Organization, the World Meteorological Organization, and Unesco; and elementary studies of such topics as race and the environment.

Of course there are far more possibilities for the study of the world and U.N. System in civics, geography, and history courses, or in social studies classes. Learning about families, communities, and countries in different parts of the globe, plus the extensive activities of the entire U.N. System, are all in the domain of those subjects.

Not to be forgotten, too, are the rich possibilities in primary schools of extra or co-curricular activities—in assemblies, clubs, the library, and exhibits.

With so many possibilities, the task of curriculum planners and teachers is to choose the topics they think most important for their pupils.

9. Relates Wherever Possible to the Local Community. Perhaps it would be well to reiterate that no matter what students are studying it should be related if possible to their local community. Comparisons and contrasts are always in order, not to extol the local community and denigrate other places, but to help pupils to understand that people everywhere have the same or similar needs and meet them in the same or slightly different ways.

Thus the study of families in other parts of the world can enhance understanding of families locally. The study of communities in several parts of the globe can help pupils to understand their own locality better. And the study of world problems can be used effectively to see local difficulties in a global setting.

10. Stresses Attitudes and Values, Skills, and Knowledge. Increasingly educators involved in teaching about the world are realizing the importance of attitudes and values in such studies. Probably the foremost value to stress is that of empathy for others. Many of the other values to emphasize are contained in such documents as the United Nations Charter, the Declaration of Human Rights, and the 1974 Unesco Recommendation on international understanding, cooperation, and peace.

Considerable research on the formation of attitudes and values, their reinforcement, and/or changes in them, gives us a good many clues on this highly important but often neglected aspect of teaching and learning. For example, we are now aware that most basic attitudes and values are formed early in life; that changes come most easily in times of societal or personal crisis; that changes are more readily made when an entire group is involved, thus giving individuals security because others are also changing; that attitudes are reinforced best when people have an opportunity to act on their new beliefs; that changes come most easily when old views are considered with equanimity by those in authority; and that changes come more readily when pertinent information is discovered by a person rather than being told by someone else.

It is not the intention of the writer to downgrade knowledge. But he does plead for pertinent, relevant, and accurate information (so far as we can be certain of such knowledge) which is organized around major

concepts and generalizations or important ideas about the world and the U.N. System.

11. Uses a Wide Variety of Methods and Materials. This field of study in primary schools is so vast and the variety of pupils so great that almost any method can be used advantageously in some aspect of a program. In this section we will limit ourselves to four general categories, mindful that there are other methods which are also important.

Perhaps the highest priority should be given to what is known by several names—inquiry, discovery learning, or the problems approach. Sometimes it is erroneously called problem-solving; that is a misnomer, as problems are seldom solved. This approach can be carried on with pupils of any age and maturity level. Through it pupils examine and analyze a problem, situation, or locality rather than merely reading about it or being told about it. Under this method teaching is no longer telling; it is inquiring, discovering, analyzing, examining. The emphasis shifts to the learner and the teacher becomes the guide or coach rather than the star in the play or game. This is not a new method; after all, Socrates was good at posing questions and stimulating his students to think. And Comenius and Pestalozzi, the Czech and Swiss educators, were outstanding practioners of this method.

There are a good many methods and materials which lend themselves to this approach. Role playing is one. Simulations or games is another. Open-ended stores are useful. With older students, source materials lend themselves to this method. The use of puppets with younger children may be conducive to such teaching, usually after they have heard (or read) a story.

All pupils are likely to learn a great deal through audio-visual materials, too. That is especially true of younger children, inasmuch as they are not likely at that stage to read well. Therefore pictures, films and filmstrips, tape recordings and records, globes and maps, charts and diagrams, and transparencies are extremely useful. And wherever possible, the use of people as resources should be emphasized. Every curriculum plan ought to include suggestions as to resource persons who can be drawn upon for help. And they should be people who not only have the desired background on a given topic, but can communicate well with students. Sometimes such persons are other teachers or even older pupils. Often they are parents who have travelled or worked abroad. Occasionally they are United Nations personnel. Sometimes they are tradespeople who have had dealings with persons in other parts of the world.

Included in this list of top-priority methods and resources is read-

Welcoming as friends the children of Kenya

and of Jordan,

as well as those of the U.S.S.R.

. . . and of Bolivia

ing—all kinds of reading, from the simple books for young children and the reading charts which teachers make, to books, booklets, newspapers and magazines, source materials, and other resources for older students.

12. Incorporates Experimentation and Evaluation. With the intensified interest at present in the world and the U.N. System, there is a great need for experimentation coupled with more and better evaluation.

Classroom teachers can carry on some of this experimentation and evaluation when given the freedom to do so by their supervisors and administrators. They can try different methods and materials and note what seems to motivate pupils of various ages and abilities to learn more about their world. They can also enlist the help of students in such evaluation. Some particularly enterprising teachers can even write materials and try them out in their own classes,—and in other classes.

A special responsibility for such experimentation and evaluation rests with the 2000 or more educational institutions in the world-wide network of Unesco Associated Schools. Another group of potential innovators is composed of the demonstration schools of teacher education institutions in many countries.

In a similar way entire school systems and/or carefully selected schools within a nation-wide system might be freed first to experiment and then to evaluate their innovations directed at promoting better teaching about the world.

Specialists in evaluation should also be encouraged to investigate ways of strengthening such studies. Especially welcome would be social distance tests, attitude scales, and similar instruments. We all need help in these related fields of experimentation and evaluation.

B. Some Possible Curriculum Patterns in Elementary Schools.

Some of the ideas suggested above could be applied within existing curricula without much modification. Others would require considerable change in existing programs.

Of course there are many possibilities for curricula concerning the world and the U.N. System. Needs and expections in this regard vary from community to community and from country to country. Hence there ought to be a wide range of curricula in different parts of the world today. Three possibilties are singled out here for brief discussion.

The first might be called the thematic approach. In it appropriate topics would be considered globally, with examples from several countries and cultures. Typical topics for very young children would be toys and games, houses, animals, and children and their families. For girls

and boys in their third, fourth, or fifth years in school, some global themes might be planet earth, food, transportation, communication, clothing, and work around the world. With older students the themes might be more problem centered, with consideration given to the environment, health, human rights and creativity.

The chief advantage of this approach is that it explores themes in considerable depth and introduces pupils to people in many parts of our planet. The chief disadvantage is that pupils are likely to see only one segment of life in families, communities, and countries, and therefore miss the total background which explains why people and groups do things the way they do.

A second approach has been developed by the author of this book and is sometimes called "the twin-spirals curriculum." In that plan very young children would first study the families in their own community and then a few carefully selected families in other parts of their nation. In the next year they would then test the concepts and generalizations they had learned by studying a few carefully selected families in several parts of the world. In their third year they would study their own community thoroughly, plus a few other carefully chosen communities in other parts of their nation. Then, in the fourth year, they would test the concepts and generalizations they had learned previously, by surveying a few carefully selected communities in other parts of our planet. In their fifth year they might well study their own country, especially in its contemporary setting, but with some attention to its past. In the sixth year they would go on to analyze a few nations in other parts of the globe. In their seventh year in schools students might well wrestle with some problems of their own nation, and in their eighth year, the same or similar problems in a few other countries. Thus they would shuttle back and forth from the near to the far, from the known to the unknown.

In chart form this curriculum plan would look like this:

Year in School	*Topic*	*Topic Applied to Your Nation*	*Topic Applied to Other Nations*
First	Families	x	
Second	Families		x
Third	Communities	x	
Fourth	Communities		x
Fifth	Nations	x	
Sixth	Nations		x
Seventh	Problems	x	
Eighth	Problems		x

There seem to be four distinct advantages to such a plan. One is that it retains a large part of what is the current approach to curriculum in primary schools, especially in the social studies—maintaining the progression of studies of families, communities, and then nations. Closely related to this is the fact that in each "pair" of years, pupils start with their own nation or its component parts. Third, students learn about the totality of families, communities, and nations rather than only certain segments of them. And above all, it recognizes the increasing role of the world by strengthening greatly the international dimension of primary schools.

A third approach is to concentrate on one's own country but to add an intercultural and/or international dimension to each year's work. This is illustrated by the new social studies program in the Philippines. The first six years of their program looks like this:

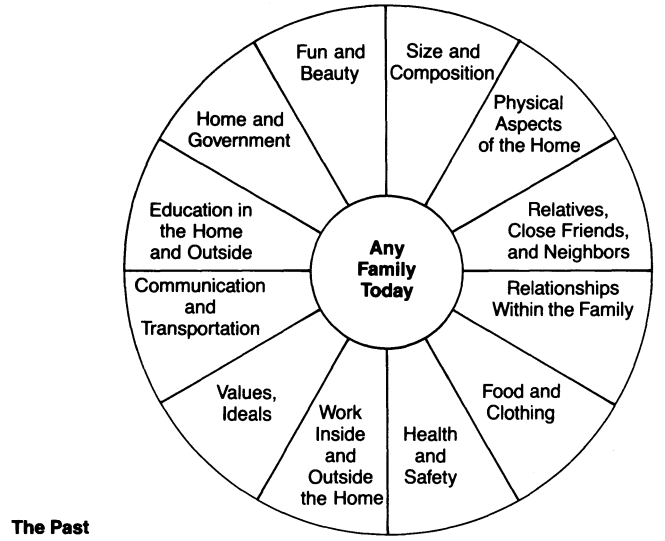
First Year.	**The Family.** Includes examples from various ethnic groups in the Philippines and some material on children in other parts of the world.
Second Year.	**Living in Communities.** The local community and some other communities in the Philippines. Some attention to communities in other parts of the world.
Third Year.	**Better Living and Working Together in Communities.** Much more attention to communities abroad.
Fourth Year.	**The Philippines in the Family of Nations.** Includes a unit on the United Nations.
Fifth Year.	**The Citizen and His Government.** Includes materials on human rights and a study of the Declaration of Human Rights.
Sixth Year.	**Progress and Development.** With a strong accent on the United Nations Development Program.

C. Some Suggestions on the Possible Selection of Families, Communities, and Nations Abroad to Study and Some Constructs, Models, or Patterns for Studying Them

Discussions with teachers from many countries has convinced the author of this book that they would welcome a simple model, pattern, or construct for studying families. The one below encompasses the major

aspects of families everywhere, so it can be used in studies of families locally, regionally, nationally, and internationally, no matter what their structure is.

Different Aspects of a Family to Study
Emphasizing the Present, with Incidental References to the Present and the Future



Most teachers will want to examine with their pupils all 12 aspects of any family being studied. But that is not absolutely essential. And the clockwise order is not necessary, although it has some advantages.

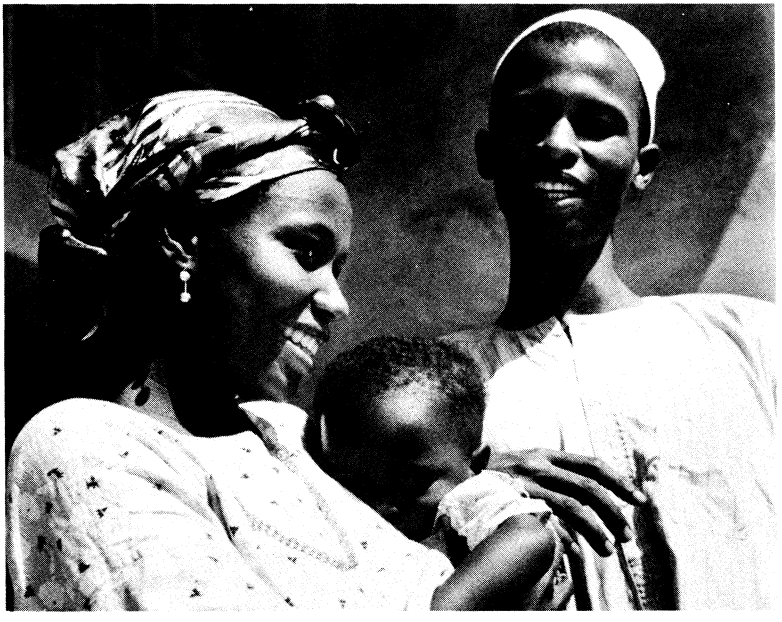
With millions of families around the world to choose from, the difficulty in selecting those to be studied is great. One way would be to select at least one from each of the eight or the 11 regions of the world which were outlined earlier in this chapter. Another way would be to limit the number of regions to five or six and to select two families from each of these areas. Those two could represent urban and rural, or high income and low income families. The availability of adequate learning materials may be a very practical consideration.

The same things which have been said about the study of families apply in large part to the study of communities. Educators in most countries today agree that pupils should make a thorough examination of

Appreciating family life in the U.S.S.R.

. . . and in India.

Appreciating family life in Japan



. . . and in Nigeria.

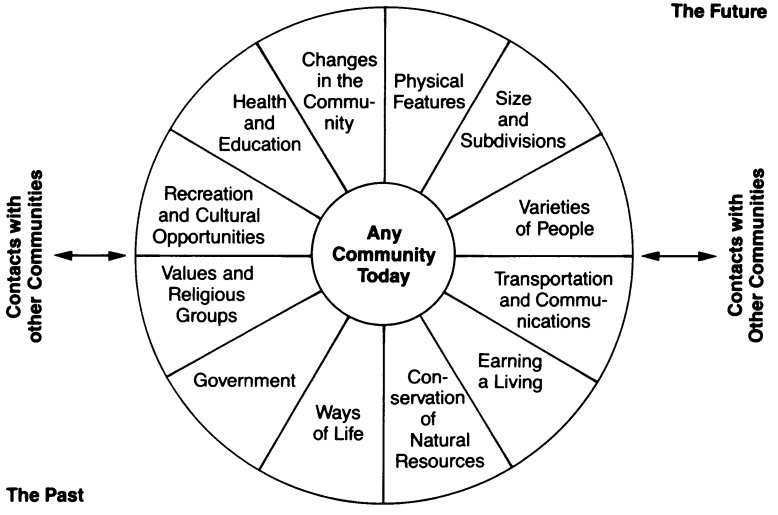
their locality. Usually this will follow any study of families and be in the third or fourth years in school.

While educators are not in agreement about studying communities in other parts of the world, an increasing number of schools and school systems are expanding their study of local communities by including surveys of a few communities in other parts of the world.

A model or construct for the study of any community, at home or abroad, may be helpful to some readers. Here is one. Although it is similar to the one suggested for the study of families, they are not identical.

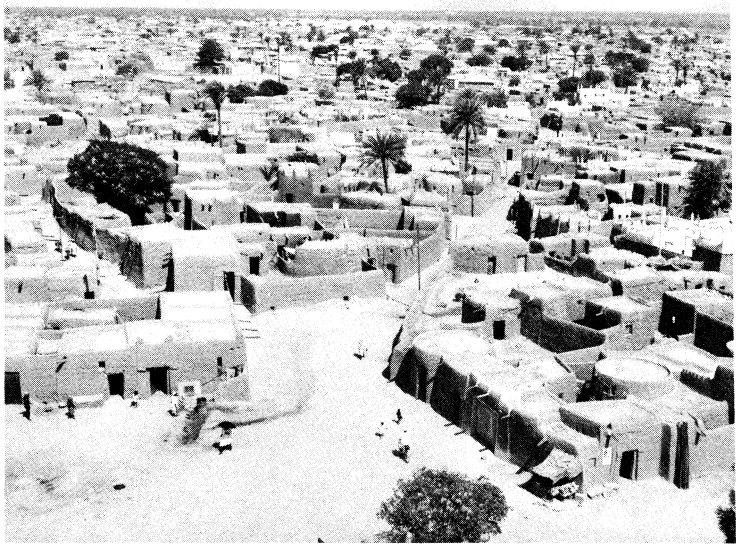
Different Aspects of a Community to Study

Emphasizing the Present, with Minor References to the Past and the Future



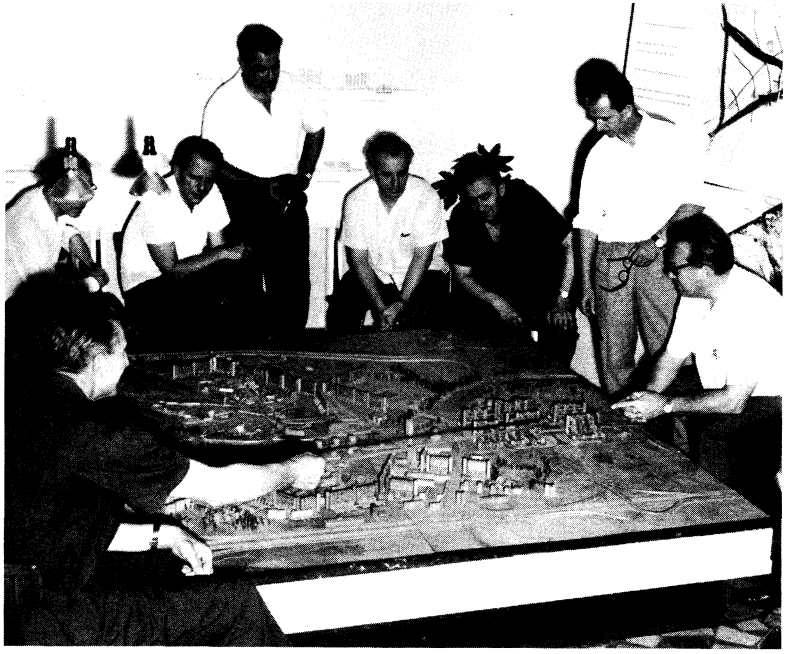
It is just as difficult to select a few communities in different parts of the globe to study as it is to select families. One way is to choose communities from the eight or 11 regions already mentioned. Another is to select two communities from each of five or six regions, including a village or small town and a city from each.

Elementary or primary school pupils in every nation make a study of their own nation. Sometimes this is done at several points during the early years in school.



Learning how people usually use local materials to build houses in their communities as in this locality in Northern Nigeria.

Creating "models" of communities—as this group of Japanese school children are doing.



Discovering how people make plans for the future of their communities as this group in Yugoslavia is doing.

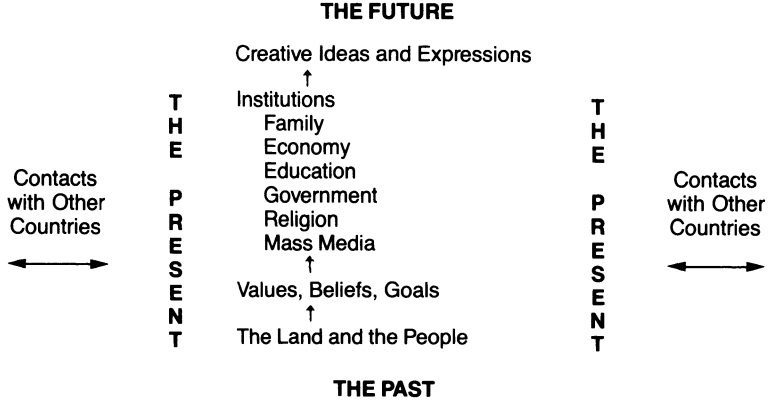
Educators are not agreed upon the importance of studying a few other carefully selected nations. But there is some evidence that this is being done in an increasing number of nations, as attested to, for example, by the reports of the many Unesco Associated Schools.

Since nations are larger units of society and consequently more complicated, it is probably wise to postpone the study of them until boys and girls are well into elementary or primary schools, perhaps when they are 10, 11, or 12. Of course most educators will not want to make a study of other countries until pupils have examined their own nation.

On the following page is a model or construct, developed by the author, for studying any nation.

Although this model or pattern starts with the land base, some instructors may feel that it is more interesting to pupils to start with people. Then they can be placed on the land base, followed by the other topics on this construct. In order to obtain a comprehensive view of a nation, all of these factors need to be considered at some point. Because most pupils have some sense of time at this point in their lives, some attention can be given to the history of a country.

Different Aspects of a Nation to Study



Again, it is difficult to narrow the number of nations to be studied in order to insure considerable depth. Many people think that eight or nine is enough for a year's work, with approximately a month devoted to each one. Curriculum planners may want to select one nation each from the eight or 11 regions already listed. Or they may want to select one country each from a half dozen or so regions. In the choice of nations to be surveyed, those in charge of the selection process may want to consider such criteria as these: (a) world powers, (b) countries of future importance, (c) nations representing the economically developed and the economically developing countries, (d) neighboring nations, and (e) nations representing different forms of government and/or economy. Again, a very practical consideration may be nations on which there are adequate teaching-learning materials.

Of course teachers will want to use some materials produced by the nations they are studying in order to see how people in those countries want to present themselves to the world.

Special References on Elementary or Primary Schools. Unfortunately very little has been written on the international dimension of elementary or primary schools. But a few books and pamphlets do exist. One is a 123 page booklet produced by Unesco in 1985 on *Seeds for Peace: The Role of Pre-School Education in International Understanding and Education for Peace*. A second is the chapter on Educational Aims, Content and Methods at the Primary-School Stage, written by R.C. Das and N.K. Jangira of India in the volume on *The Teaching of Contemporary World Issues,* edited by Robert Harris for Unesco in

1986. A third is a very practical guide, filled with pertinent suggestions for teaching, prepared by Adelaide Kernochan in a 237 page paperback printed in 1983 by the United Nations, and titled *World Concerns and the United Nations: Model Teaching Units for Primary, Secondary, and Teacher Education*.

Now let us turn to the role of secondary schools in promoting education for international understanding, cooperation, and peace.

Chapter 8

The International Dimension of Education in Secondary Schools

By the time boys and girls have reached the age of 12 or 13, many of them in some parts of the world have left school. Nevertheless, there are millions of students in secondary schools today throughout the world.

In most of those schools the curriculum is divided into separate subjects. Therefore we will concentrate in this chapter on how the international dimension of education can be included in classes in such fields. We will also deal briefly with the role which extra-curricular or co-curricular activities can play.

Much that was said in Chapter Seven about studying the world in primary schools is true for secondary schools, as there are several broad themes which apply, with varying degrees of depth and sophistication, to all levels of learning. However, there are some characteristics of young adolescents and adolescents which call for distinctive features in the curricula of secondary schools. Writing on the goals of education for peace and cooperation for that part of the education ladder, a group of educators, brought together by Unesco, suggested the following aims:

a. to develop understanding of how peoples have lived in the past and in the present, and to arouse an active and sympathetic interest in mankind and in human endeavors and achievements;
b. to develop awareness of each nation's contributions to science, technology, art, and literature;
c. to create awareness of the fact that although nations of the world are still divided by political interest and ideologies, they are increasingly interrelated through economics, science, technology, communications, and culture.
d. to develop a conviction that international co-operation is necessary in order to maintain peace;
e. to develop relevant skills and attitudes; the ability to analyze and evaluate situations and information rationally; a willingness to listen to others and consider their views; a capacity for

collaboration in group work; a desire to work for the common good.

In carrying out these and other aims there are several characteristics of adolescents which should be kept in mind. Most of them make studies of the world more important and also more possible in secondary schools than in primary schools.

Students in this span of years between 12 or 13 and 16 or 17 have had much more experience in life and tend to be interested in a wider world than younger children. Hence the study of the world will be of increasing interest to them in most instances.

Furthermore, their sense of time is better developed and they can delve to a greater extent into the historical dimensions of the world, including the United Nations System.

Most of them can read better at this stage in their lives. Consequently they can use a much wider range of printed materials. However, teachers need to bear in mind the importance of other approaches to learning, not relying solely on reading.

Many of the students in secondary schools will be completing their formal education soon. Hence they are likely to be deeply concerned with the world of work and that concern can be used in studies of the world.

Because they are associating more and more with adults and identifying more closely with them, adolescents are often interested in current events. This, too, can be a plus for teachers who are trying to help adolescents understand the contemporary international scene.

By this time in their lives most pupils will have developed a considerable degree of competence in their own language and should be ready to study other languages if they have not already begun to do so.

Then, too, most secondary school students are tremendously influenced by their peers. Especially in the early adolescent period, they enjoy the security which comes from small groups. That trait can be used in much group work in classes and in out-of-school activities.

Since they are likely to be more mature and responsible, adolescents can make greater use of the community as a laboratory for learning, often on their own rather than under the supervision of school officials. Some can take part in trips outside the community and even abroad.

These and other characteristics of adolescents can be capitalized upon by teachers.

Let us turn now specially to the subjects taught in most secondary schools around the world, trying to ascertain how the international dimension of education can be incorporated in them.

Art

A prominent art educator has pointed out that:

> Of all the subjects in the school programme, none lends itself more readily to the promotion of international understanding than art. This claim is made chiefly because of its nature. It is an activity which enters much of our lives and its bases lie deep in human experience. Because of its non-verbal nature, it can surmount the formidable barriers of language and communicate directly.

In a sense art is a language spoken to some degree by everyone. People may not be able to understand fully the art of a culture which is different from their own, or to explain it, but often they can feel and enjoy some of its beauty. In this context art ranges from the highly expressive to the purely functional, including not only painting, sculpture, and architecture, but also such areas as industrial and commercial design. In all these fields people have shaped materials for human use and enjoyment, and in doing so they have expressed their feelings, their values, and their attitudes.

As students in secondary schools study the art of the world, they should learn that people everywhere create beauty, but that the subjects they develop and the media they use vary from culture to culture. Usually these are geographically determined. For example, the Italians have produced much beauty in stone because it was available, whereas the Japanese and the Finns have frequently fashioned objects in wood because it could be obtained locally. Others have specialized in clay, leather, silver, and other materials. The subjects, too, have varied from place to place and period to period—whether Russian icons or Norwegian stave churches, African masks or Indonesian puppets, Chinese jade work or Persian miniatures.

Students should likewise learn that art has grown out of the beauty around people and much of it has become a part of their everyday life and culture, being passed down from generation to generation. Examples of this phenomenon can be found everywhere,—in the beauty of the kente cloth of Ghana and Nigeria, the brassware of India and Pakistan, and the woven rugs of the Ecuadorian Indians.

Students should be introduced also to the creators of the world's masterpieces, such as the Spanish painters El Greco, Goya, Murillo, Picasso, and Velasquez; the Italian geniuses—Botticelli, da Vinci, Michelangelo, Raphael, and Titian; the remarkable mural painters of

Mexico—Orozco, Rivera, and Sequeiros; and such Japanese artists as Moronobu, Hokusai, Hiroshige, and Utamaro.

It would be well for students also to be introduced to the art of common people in various parts of our globe.

Some teachers of art arrange their studies by topics; others by the media used, by chronology, or by countries or cultures. Through any of these arrangements students can recognize, study, understand, and enjoy the varieties of color, form, shape, movement, and composition in different art forms.

In conjunction with their studies of the United Nations, many students will be interested in the symbolism of art work as the famous painting by José Maria Sert, the Spanish painter, in the ceiling of the Palace of Nations in Geneva, where he depicted Man's Struggle for Peace; or of the stained glass window design of Marc Chagall, the Russian born artist, in the United Nations headquarters in New York City, a tribute to Dag Hammarskjold.

Some students may want to create their own works of art on such themes as peace, justice, equality, solidarity, and human rights. Others could design stamps for the U.N., produce posters for U.N. Day or some other world-wide celebration, or reproduce the flags of the Member States of the U.N., noting the significance of the colors used and the designs.

The reproductions in the Unesco Art Series, which are available as large books and as small paperbacks, as slides, and as individual color prints, are extremely useful. There are 32 titles in the series of books, including such topics as the aboriginal paintings of Australia, the medieval wall paintings of Bulgaria, the paintings from the temples and shrines of Sri Lanka, the illuminated manuscripts of Ethiopia, the ancient mosaics of Tunisia, and the medieval frescoes of Yugoslavia.

The special issues of the *Unesco Courier,* such as those on *Twenty-Five Centuries of Buddhist Art and Culture*, and *The Scythians-Nomadic Goldsmiths of the Open Steppes*, are also excellent.

Many secondary school students will also enjoy exchanging their own art work with students in schools in other parts of the world.

Health and Physical Education

There are many opportunities in the closely related fields of health and physical education for teaching about the world. Of course considerable attention will be given to individual and family health, the care of the body, food and nutrition, and related topics. Games and sports will

be arranged, also, for girls as well as boys (and sometimes jointly). In many nations dance will be emphasized, including national and dramatic classical dancing, ballet, and folk dances.

But curriculum planners and teachers also need to keep in mind the importance of social aspects of these curriculum areas, ranging from the improvement of food and nutritional standards locally and nationally to such international problems as hunger and malnutrition, the pollution of the environment, communicable and non-communicable diseases, and the misuse of drugs.

In health and/or physical education classes, or sometimes in conjunction with civics or social studies courses, students should have considerable opportunity to learn what the United Nations System is doing about the world's food and health problems. This would include a substantial study of the Food and Agriculture Organization and the World Health Organization. Some teachers may also want to examine some of the activities of the International labor Organization in encouraging the improvement of health and safety standards for workers.

In the countries where there are regional offices of the World Health Organization, some help may be available in learning about its work. Those offices are in Brazzaville, Zaire—for Africa; Alexandria, Egypt—for the Eastern Mediterranean; Copenhagen, Denmark—for Europe; New Delhi, India—for the Southeast Asia; Manila, the Philippines—for the Western Pacific; and Washington, D.C., U.S.A.—for the Americas.

But health and physical education courses should not confront pupils solely with problems. They should also provide opportunities for students to enjoy the physical activities of the world's people. The lives of secondary school students can be enriched by films of the Olympic Games, of Swedish gymnastic teams, of soccer matches between Argentina and Brazil or Nigeria and Ghana, and of the kabuki dance troupes of Japan and the ballet companies of the U.S.S.R. Sometimes international respect is fostered more by the enjoyment of the feats of the people from other nations that by reading their literature or seeing their art.

Some students may also want to read about the lives of such athletes as Alexevev of the U.S.S.R., Crawford of Trinidad and Tobago, Keino of Kenya, Nurmi of Finland, and Pelé of Brazil. Others may enjoy the biographies of such health heroes as the Curies of Poland and France, Jenner of the United Kingdom, and Koch of Germany.

Stamp collectors will undoubtedly find it interesting to discover some of the stamps issued by various governments to honor athletes.

Others may want to prepare maps showing the world champions in various events, displaying their results in a prominent place in the school.

The celebration of World Health Day on April 4 and/or World Environment Day on June 5 may add a special dimension to classes in health and physical education.

Teachers may also want to use some films produced by the United Nations such as Medicine Man, about a doctor in a small hospital in Gambia, or the three films on narcotics—Narcotic File: The Connections; Narcotics File: The Source, and Narcotics File: The Victims.

Librarians and/or teachers may want to subscribe to *Ceres*, the popular magazine of the Food and Agriculture Organization (published in English, French, and Spanish, and probably soon in Arabic and Chinese), *World Health*, the popular magazine of the World Health Organization (published in Arabia, French, German, Portuguese, Russian, and Spanish), and *The Unesco Courier* (published now in 32 languages), using the articles and illustrations about health and physical education in those periodicals in their classes. Curriculum planners and teachers will find much help, too, in Unesco's source book on *Planning for Health Education in Schools*, as well as in such monographs as *Curriculum Planning and Some Current Health Problems* and *Sports Facilities for Schools in Developing Countries*.

Foreign Languages

People who learn about other countries and cultures without learning the language of those localities may gain a great deal in understanding, but they are still outsiders. At the deepest or highest level of learning about other countries and cultures, one must be able to communicate in the language they use, because language is a mirror reflecting the life of a group and a medium through which their attitudes, aspirations, anguishes, and ways of living are expressed.

So, if we truly want to understand others, we need to learn their language. This involves learning to read it so that we can understand and enjoy what has been written in the original tongue. And it means speaking that language well. Even then people will be seeing another culture through the lenses of their own culture or learning about that culture on top of their own. Few people ever fully live in more than one culture.

Learning another language, however, does not automatically insure learning about the way of life it represents. For this classes in a foreign language need to stress the cultural background. Every period spent in a language class should be a trip into another country or culture.

There are ancillary advantages, also, in language education. One is the pride in achieving competence in another tongue. Another is the development of a little humility which often comes when one is an adolescent and yet merely a kindergarten child in the language one is trying to acquire. And for many young people, a foreign language is a useful tool, vocationally. That is especially true for young people in a nation which has its own language but must use a foreign tongue to carry on much of its business.

One claim of some language teachers, however, needs to be denied or at least questioned. That is that language is a bridge to international understanding. Often it is, but language can also be a barrier. International understanding is a complex of attitudes, skills, and knowledge, not merely being able to use a language.

In learning a language other than one's own, students need to meet and talk with people who use it as their native tongue. With so many people working, studying, and travelling abroad these days, that ought to be much more possible than in the past.

Students in Germany are aided in learning "foreign" tongues in a language laboratory.

Foreign films, the radio, and television are all remarkable devices for learning a foreign language, as are tapes, video-tapes and recordings. The development of language laboratories in some nations is a remarkable improvement in language instructions. Writing pen pals in a foreign language is another important motivation for learning another tongue.

Creating in the classroom an environment which is conductive to learning a language also helps. That can include all kinds of signs, travel posters, calendars, time tables, menus, and even a grocery store corner with the foods and prices given in the language being studied.

Many language instructors would do well to investigate the way in which special schools have been developed in the Soviet Union in some of the large cities, where all the instruction is carried on in a foreign tongue.

Since the *Unesco Courier* is now published in 32 languages, it should be widely used in language classes. The same should be true of the *World Health* and *Ceres* magazines. Many films and documents of the whole range of the United Nations System can be useful, too, in learning the official languages of that organization. Many teachers will profit, too, from use of Unesco's booklets on *French As A Foreign Language* and *English As A Foreign Language*.

Literature

What better way is there to extend the horizons of adolescents and to help them to realize the similarities and differences of human beings everywhere, than to encourage them to enjoy the great creative writings of people in all parts of our planet? Literature can be a ticket to places all over the globe, giving readers insights into the innermost thoughts and feelings, the anxieties and aspirations, the loathings and loves, and the frustrations and faith of human beings in every country and every culture.

Available are the poems, novels, plays, folk tales and fables, biographies and autobiographies, and non-fiction works of hundreds of great writers.

Most young people in secondary schools study literature, but all too often their studies are limited to the writings of their own country and culture. What a mind-expanding experience for more mature students to read the *Bhagavad Gita* or the *Ramayana* of India, the *Tales of Genji* of Japan, *The Analects of Confucius* and the *Book of Mencius* from China, Goethe's *Faust*, Dante's *Inferno*, Sarmiento's *Facunda*, some of the writings of Mahomet Iqbal, Tolstoy's *War and Peace* and Dostoevski's

Crime and Punishment, and Walt Whitman's *Leaves of Grass*. Or such recent works as Alan Paton's *Cry the Beloved Country*, on South Africa; Kamala Markandaya's *Nectar in the Sieve*, on India; and *The Diary of Anne Frank*, on the experience of a young Jewish girl in hiding in an attic in Amsterdam during the Nazi occupation of the Netherlands.

Students can gain insights in human behavior and political events by becoming acquainted with the lives of such world-famous leaders as Mustafa Kemal Ataturk, Winston Churchill, Mahatma Gandhi, Benito Juárez, Nikolai Lenin, Fridtjof Nansen, José Rizal, Franklin D. Roosevelt, Jan Smuts, Mao Tse-tung, and U. Thant.

Sometimes literature teachers will want to work closely with instructors of geography and history examining the literature of a country or culture as their colleagues study that region or area. At other times literature teachers will want to organize their studies around various forms of writing. Another approach is to study broad international themes, such as human aspirations, war and peace, human rights, and the search for justice.

Two of the broad themes which teachers certainly will want to stress in their studies of world literature are the similarities of human aspirations and the different forms creative expression take in various cultures.

Occasionally literature teachers will want to introduce some aspects of the United Nations System into their courses. They may well read and discuss the preamble of the Charter of the United Nations, the Constitution of Unesco, The Declaration of Human Rights, and other documents. They may want to study some of the current speeches in the General Assembly and/or read about the lives of the Secretaries General of the U.N. There is merit in having older students write a speech for the President of the current General Assembly or part of the annual report of the Secretary General. Sometimes students will be interested in writing poems or essays on such themes as justice, independence, human rights, and war and peace. Or they may be encouraged to write announcements for the local radio or television station for U.N. Day, World Health Day, or some other international celebration. Where there is a student newspaper or magazine, pupils can be encouraged to contribute something about the U.N. to it, ranging from an editorial to a poem or essay.

Teachers would do well to avail themselves of the materials growing out of Unesco's long-term project on the translation of outstanding works in the Orient and Occident as well as the special issues of the *Unesco Courier* on such persons as Anton Chekhov, John Amos Comenius, and Jean-Jacques Rousseau.

Among the material which teachers in every part of the world need

are collections of plays about the United Nations System and outstanding speeches by delegates to the U.N. General Assembly and some of the special conferences of the U.N.

Mathematics

Among the purposes of teaching mathematics are those of developing the powers of understanding and of analyzing relations of quantity and of space in order to gain insight into and control over our environment, and an appreciation of the development of civilization. Studies in this field should develop a cluster of skills and promote a way of thinking. If these can be applied by students to other fields as well as math, then that subject will make a contribution to international understanding even though that is not its raison d'etre.

But students can also learn from mathematics courses about the universality of its language, which uses the same concepts, the same symbols, and much of the same vocabulary everywhere. If teachers can obtain mathematics textbooks from a French lycée, a German gymnasium, or a Norwegian gymnas, they can discover for themselves the universal nature of this field,

Furthermore, students should learn about the contributions of mathematicians from many countries and cultures to our world-wide knowledge of this practical as well as philosophical field. As Howard F. Fehr and Henry W. Sayer, mathematicians of the United States, wrote a few years ago:

> Take just one topic, as an example, in algebra: the use of equations starts with Egyptian Ahmes, and continues through the Greek Diophantus, the Chinese Ch'in Kiu, the Hindu Bhaskara, the Arab Al Khowarizmi, the Italian Pscioli, the French Descartes, the Scot Napier, the English Recorde, the Frenchman Vieta, the Englishman Harriot, the German Rudolff, and many, many others.

In this connection, some students will be interested in reading the history of mathematics and/or biographies of some famous mathematicians and/or popular accounts of the use of mathematics around the world.

One area of mathematics which has not yet been thoroughly explored is the use of graphs and charts and problems drawn from such sources as national budgets and the vast array of statistical material available in documents from various U.N. agencies and commissions, and national organizations and governments. For example, what per-

centage of the national budget is devoted to the environment, to defense, to education, or to care of the handicapped?

Students who are interested in mathematics might seek like-minded persons abroad as pen pals.

It would be helpful if we had more short, highly readable accounts of the work of mathematicians in various parts of the world, especially for those young people who plan a lifelong career in math.

Teachers of math may be interested, too, in the work of the International Congress of Mathematicians, with their world conventions and publications.

Music

Music can be a powerful means of promoting understanding and appreciation of other people, countries, and cultures. Like art, the desire to create music, perform music, and enjoy music, is universal. However, music is fundamentally cultural. We compose and play different types of music in different parts of the world, with shifts in emphasis on harmony and melody. And there are different instruments—such as the sitar of India, the drum in Africa, the balalaika in the U.S.S.R., the steel drum in the West Indies, the marimbas in Central America, the bagpipe in Scotland, or the flute in Ecuador.

The study of the different types of music and of musical instruments around the world and the ingenious methods used to produce and play these instruments can be fascinating to secondary school students and help them to understand and respect the differences as well as the similarities among their world neighbors. Students should have many opportunities to enjoy and develop an appreciation for these different modes of music as well as occasions for discussing the geographical, religious, and cultural background which explains these differences.

Concert recordings, radio and television, and tapes help the present generation in many parts of the world to enjoy the music of different cultures. However, more needs to be done in secondary schools to foster such appreciation.

There is a wealth of opportunities in music classes and in other activities in schools to help young people to appreciate the treasure trove of music in all parts of the globe. They can hear and study the national anthems of different nations, trying to determine how they reflect the values of that nation. They can exchange records and tapes with individuals and/or schools in other places.

Students can also enjoy the biographies of such world-famous musicians as Villa-Lobos of Brazil, Chavez of Mexico, Grieg of Norway,

Sibelius of Finland, Dvorak of Czechoslovakia, Gershwin or Copland of the United States, Beethoven or Brahms of Germany, Rimsky-Korsakov or Shostakovich of the U.S.S.R., and many others.

Some students will want to play or sing individually or in groups in school assemblies and to parents' organizations, explaining the music they are rendering.

Many teachers will want to make use of the music which has been composed to honor the United Nations or to contribute to its goals. That would include the composition by Shostakovich; the Hymn to the United Nations, with the words by W.H. Auden and the music by Pablo Casals; and Voices for Today, composed by Benjamin Britten for the 20th anniversary of the U.N. The U.N. film on Ravi Shankar and Yehudi Menuhin in concert, a 28 minute production in color, will also appeal to many.

Teachers will be interested in the International Music Council and its quarterly—*The World of Music*, and such special issues of the *Unesco Courier* as *Music of the Centuries* and *New Horizons in Music*.

Many teachers who wish to augment their collections of music and their books in this field by including the music of other cultures will find the Unesco recordings extremely useful.

Science

There are two predominant characteristics of the broad field of science worth citing here. One is the vast body of knowledge that scientists have accumulated over a long period. The other is its experimental mode of inquiry, with its practioners trying out ideas (hypotheses), thinking ahead (deducing possible consequences), and testing to see if the needs are met (verification). Known in short as the scientific method, it represents, at its best, one of the great achievements of the human species. In a sense science, like mathematics, is a language.

Most students in secondary schools will spend their time in science classes learning this language or the symbols of science, accumulating knowledge as up-to-date as possible from the storehouse scientists have been building, and trying to acquire its methodology in their search for truth.

All this is important, but even more should be done in science classes in secondary schools; students should learn about the destructive as well as the constructive work of science. They should learn about the contributions of scientists from many parts of the world and they should begin to develop a sense of the social or human responsibilities of

science and scientists, realizing its potential for the creation of a new international or world order.

In addition to gaining much useful knowledge, students should be excited to learn about the contributions of scientists throughout the world to knowledge. To cite only a few examples, they can learn about Sir Frederick Banting of Canada and his discovery of insulin; about Gregor Mendel, the Austrian botanist, and his breeding of peas in a monastery garden, with the resulting Mendel's law on heredity; about Dimitri Mendeleev, the Russian chemist, who developed the periodic system for the classification of the chemical elements; about the Curies, from Poland and France, and their discovery of radium; about Linus Pauling, an American, and his development of knowledge about the chemical bond; about Enrico Fermi, of Italy, and his work on the quantum theory and the atomic structure; and about Albert Einstein, of Germany and the United States, and the theory of relativity.

Probably more important, they can learn how scientists from many places have aided each other by building on the discoveries of previous experimenters.

But students need to know, too, that some scientific discoveries have been destructive—for example—those that have made possible atomic and hydrogen bombs, missiles, and other lethal weapons for mass destruction. As the Unesco book *Moving Towards Change: Some Thoughts on the New International Economic Order* has pointed out:

> They (science and technology) have . . . given rise to other problems, particularly those arising from the changes brought about in society, the destruction of ancient cultures and the depreciation of other forms of knowledge; they have created new powers, at times concealed and uncontrolled, which have in certain cases, led to phenomena of domination between social categories and between nations.

As the authors of that publication point out later, what is needed is a new concept and long-range international strategy for the development of overall global social needs.

Students can learn something about the current efforts in the United Nations System to apply the accumulated knowledge of science and the scientific method to social and economic problems. This is evidenced in the program of Unesco on Man and the Biosphere—and outgrowth of its earlier work on arid lands and oceanography. It is apparent in the work of the Food and Agriculture Organization and the World Health Organization, in the application of science in the International Civil

Aviation Organization, the International Telecommunications Union, and in the World Meteorological Organization, as well as in many other parts of the total U.N. System.

Some fortunate students will have well-equipped laboratories in which to carry on experiments. However, the most practical applications of science to our survival can be carried on in school gardens, in simple weather stations, in wildlife sanctuaries, and in outdoor biology laboratories which require little equipment. Teachers faced with a serious shortage of science equipment will find a wealth of ideas for their teaching in Unesco's original *Source Book for Science Teaching* (already translated into over 35 languages). Those interested in other pertinent science information from Unesco should contact the Ministry of Education with in their own nation and/or the regional offices of Unesco's natural science program in Cairo, Egypt; Jakarta, Indonesia; Montevideo, Uruguay; Nairobi, Kenya; and New Delhi, India.

The Social Sciences

Almost everything that has been written in this book so far applies in some measure to the social studies, as the charge to teachers in that field (or those fields) is to educate each student to be an effective and therefore contributing citizen in his or her own community and nation and in their merging international community. Some educators have recently coined the phrase "global civic literacy," not to suggest world citizenship, but to indicate the fundamental attitudes and values, skills, and knowledge needed to function effectively in our international or global society today and tomorrow. What is needed are individuals who are both loyal to their own localities and nations and knowledgeable and concerned about the wider world.

Secondary schools around the world organize their curricula in many different ways in this broad field. Many require instruction in separate courses, such as civics, moral education, economics, geography, and history. Others often combine these subjects in inter-disciplinary or multidisciplinary offerings known as social studies or social science courses. Here we will not be concerned with the formal organization of courses, but with the overriding objectives, content, and methodology. No matter what the formal organization of courses may be, this field or these fields can contribute significantly to education for international understanding, cooperation, and peace.

At least three dimensions need to be kept in mind by curriculum planners and teachers. One is the historical development of our contemporary society. The second is the contemporary dimension. And the

third, and a relatively new dimension, is the future. Students in secondary schools surely should be introduced to all three. Because they are older and have a better sense of time than they had as children, they can handle better the historical dimension. Because they are older and have had more experience in life, they can cope better with important current happenings on a world-wide basis. And, especially in the later years of adolescence, they are closer to becoming workers and citizens and tend, therefore, to be more concerned with the foreseeable future.

Probably the most difficult and yet the most important task of curriculum planners and teachers in the social studies is selectivity. The field is so vast and the time for instruction so limited, that careful choices need to be made. Perhaps the 13 themes suggested in Chapter Four might serve as one basis for selection. Here is another similar list of major concerns for all students in secondary schools in the field of the social studies. The order in which they are listed has no special significance.

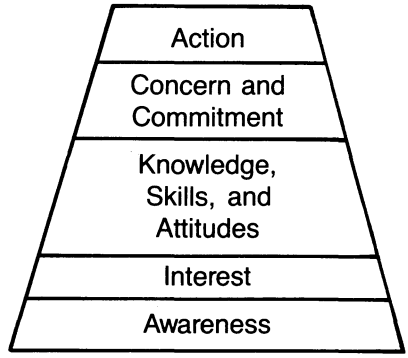
a. The Variety of Human Beings on Our Planet: Their Similarities and Differences
b. Our Global Environment
c. Nation-States
d. The Concept of Cultures
e. Our World-Wide Resources
f. Our Increasing Interdependence
g. World-Wide Communication and Transportation
h. Social Conditions Around Our Globe
i. The Search for a New World Economic Order
j. Regional and International Organizations: The United Nations System
k. International Conflicts: War and Peace
l. The Extension of Human Rights

As an educator, you may wish to revise this list. It is included here as a start on some of the topics boys and girls and young people everywhere in the world should study sometime during their secondary school years, no matter how the curriculum is organized.

Certainly as important as the content or knowledge, however, is the methodology which students learn. So far as possible, they should have ample opportunities to use what social scientists employ, based in large part on the scientific method or the problems approach. Students need to use source materials. They need to prepare "position papers" on controversial topics, marshalling their arguments cogently and convincingly. They need to talk with informed adults. They need to see films and other

pictorial materials relevant to their general competence and attitudes. And the need to be involved so far as possible, in action, moving up the ladder depicted here, from awareness to action:

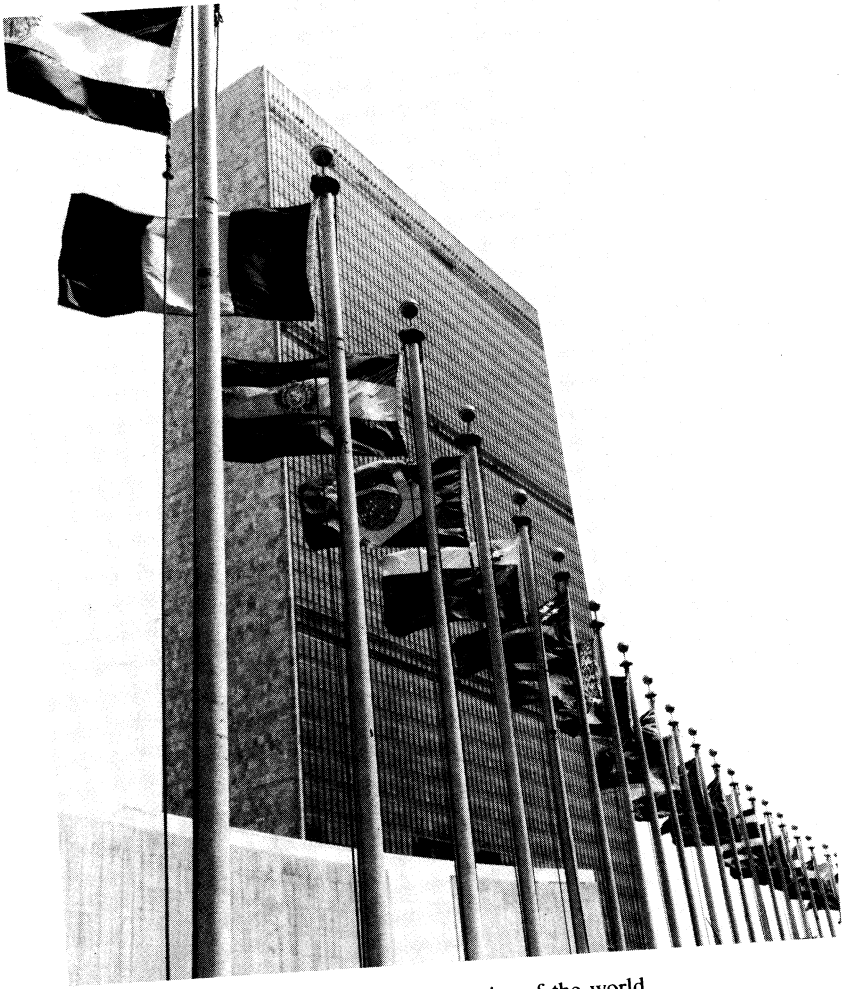
Awareness to Action Ladder



Because students should be introduced to many nations and world regions, examples from different parts of the world can often be used to insure coverage and also some depth. For example, as regards the problem of water, you will certainly want to study that topic in your own country. Then examples can be selected from such places as Bangladesh, Hong Kong, Kuwait, the Netherlands, Singapore, and Tunisia.

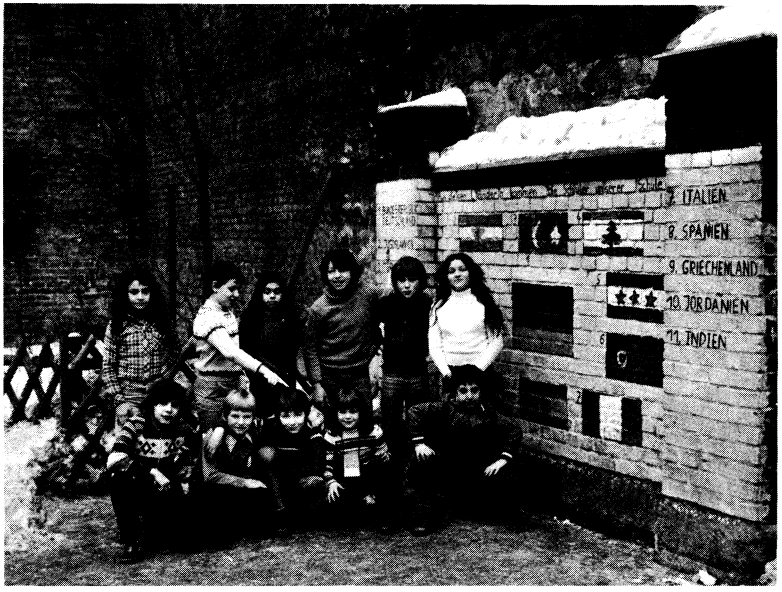
On all the themes cited above, or those which you as a reader have decided are important for your secondary school students, much use can be made of the relevant work of the United Nations System. In many ways its activities are pertinent to the study of each of these topics.

Mention should be made here of the many films produced by the U.N., most of them 30 minutes in length and in color. For example, on cities there are two films. One is called *The Newcomers* and deals with the migration of people to Lima, Peru and Dakar, Senegal. The other is entitled *A Tale of Three Cities* and shows different stages of development in Caracas, Venezuela; Djakarta, Indonesia; and Stockholm, Sweden. On the development of new nations, there is an interesting film on the independence of Equatorial Guines, called *A Nation Is Born*, and one on the United Republic of Tanzania, entitled *Tanzania: Path of a Nation*, narrated by Julius Nyerere. On weather there are two films) *Tame the Wind* (on weather modification), and *Weather Does Things to You*, while on the ocean there is a splendid film called *Home to the Sea*.



Studying the many countries of the world.

Students in the United States studying other countries.



While students in Germany learn about the many countries from which families have come as guest workers.

Of course there are scores of other titles produced by the U.N. and its agencies.

Unesco has a number of publications of special interest to teachers of the social studies in secondary schools, such as *The History of Mankind, The Unesco Source Book on Geography Teaching, African Geography for Schools: A Handbook for Teachers, The Geography of Latin America* and the monograph on *Teaching Material on Population, International Understanding, and Environmental Education.* The magazine *International Social Science Journal* (available in English, French, and Spanish editions) will be very useful to some social studies teachers.

Extra-Curricular or Co-Curricular Activities

Learning about the world in secondary schools around the world should not be confined, however, to the formal classroom instruction. There are many rich opportunities in extra or co-curricular activities for learning about the world's people; other countries; world problems and what is being done about them; the United Nations and its specialized agencies, programs, and commissions, and other important and interesting topics.

In fact extra-curricular activities have some advantages over more formal classroom work. Often the intensive preparation for nationwide examinations excludes from classes many experiences which can be carried on in clubs, either during the school day or after it has ended. Secondly, the fear of many students of grades and the competition for good marks is usually removed from club work. In the third place, students are more likely to select the topics and activities in which they engage in clubs and therefore become more motivated for learning. Fourthly, clubs often use more audio-visual resources and dramatics than regular classes. For these and other reasons, out-of-class activities can contribute a great deal to an understanding of the world. Such activities can be carried on in a variety of ways.

In Assembly Programs. Well-planned assembly programs, involving all of most secondary school students often can be used for extending the international dimension of learning. Speakers from other countries can address a large group and sometimes answer questions students raise. Panels and talks by pupils can be arranged on a wide variety of international topics. Plays on international themes can be produced and films and filmstrips shown. Heightened interest can also be developed through assembly programs on United Nations Day, World Health Day, Human Rights Day, or some other special event.

In Libraries and Multi-Media Centers. Where libraries or multi-media centers exist, students can be encouraged to borrow books on international themes of special importance to them. Librarians can keep collections of pictures and magazine and newspaper clippings, as well as some other free materials from embassies and information bureaus of various countries. They can also build their collections of materials on the broad-based United Nations System.

In the Corridors and Lunchrooms. The appearance of schools as places of learning can be enhanced and considerable learning take place if such places as the front halls and corridors, the lunchrooms, or other places are utilized. A world globe in the front hall—or elsewhere—often made by students, can encourage pupils to learn about the world. A large world map can serve a similar purpose. Schools can display the flags of different countries. A current events display can be arranged by students. A Hall of World Heroes may be planned and added to each year by the students. Art work can also be displayed. There are ever so many ways in which little-used-space can be turned to advantage in promoting the international dimension of education.

In Student Newspapers and/or Magazines. Some schools have student-edited newspapers and/or magazines and they can be used to foster interest in the world and the U.N. System. Editorials, feature stories,

interviews, columns, essays, debates, poems, and other types of writing on international themes can be printed. Sometimes illustrations by students can also be included.

In Lunch Hour Periods. In a few schools use is made of the lunchtime for special student activities. One favorite use of the free time during that part of the day is to show films and filmstrips, with attendance voluntary.

In Clubs. In many parts of the world there are now student clubs. Sometimes they meet during the school time; usually they are held after school. Some of them are organized around the special interests or hobbies of students—such as coins or stamps. Others are called International Relations Clubs, Unesco Clubs, or junior branches of Red Cross or Green Crescent organizations. No matter what they are called, they can often be used to increase and deepen the interest of some students in the international dimension of learning. This is especially true when students are directly involved in the selection of programs and the leadership of such organizations.

In School Affiliations. One of the most promising practices in international education at the secondary school level is the development of affiliations or exchanges between schools in different countries. Often these are like long-term friendships, extending over a period of several years. Sometimes they include parents and teachers as well as students. Exchanges of many types are possible, such as photographs of the local community, taken by students; maps and drawings; tapes of vocal and/or instrumental music; albums or portfolios of school work; pressed flowers and leaves from the immediate locality; examinations taken by students; and copies of local newspapers or clippings from them of interest to students in another country.

Conclusion. Many suggestions for extending and deepening the international dimension of secondary schools have been presented briefly in this chapter. Undoubtedly you can add others. It is hoped that you as a reader will have been stimulated by these suggestions and want to select one or more promising practices on which you would like to concentrate in the foreseeable future to enrich the experience of your students—and yourself, in this broad-based international dimension of education.

Chapter 9

The International Dimension of Teacher Education: Pre-Service and In-Service

If we are going to educate millions of persons who are concerned about and committed to improvements in the quality of living for all our fellow-passengers on Spaceship Earth, then the best place to begin is with teachers. If they are parochial or provincial, their pupils are likely to be the same. But if they are internationally or globally-minded, the chances are good that their students will also have world horizons.

Speaking on this theme at a seminar in the Barbados in 1976, sponsored jointly by the World Confederation of Organizations of the Teaching Profession and the World Federation of United Nations Associations, Kurt Waldheim, the Secretary General of the United Nations at that time, said:

> In your hands is the responsibility for bringing up a new generation and assisting an older one to tackle the challenges of improving the economic and social well-being of the people of the world. Today this process of education must reach beyond national boundaries and preoccupations to include a knowledge of the phenomena which are shaping a global society.

Speaking from his own experience as a teacher and as Director General of Unesco, Amadou Mahtar M'Bow addressed these words to the First International Congress of Educators of the Third World, at a meeting in Mexico City:

> May I stress again that the profession of educator demands of the individual who exercises it, under the difficult conditions so often obtaining in your countries, a whole range of qualitites: *total commitment,* with unflagging energy, in a profession which is undeniably uplifting but arduous and often demanding great self-denial and a stern sense of duty; *understanding and, indeed, love of one's fellows,* which means that there can be no scorn or failure

to appreciate what makes up the nation's soul, the values on which certain human relationships are based; and *a sense of initiative and innovation,* needed in order to make the best possible use of extremely limited facilities, and, by exercise of the creative imagination, solve problems that seem insurmountable when viewed from a traditional viewpoint.

He then went on to decry the mere transfer of educational models from abroad, calling for the creation of new national systems of education arising from the unique background of each country.

There is some evidence that influential persons outside the ranks of professional educators are beginning to recognize the crucial role that education can play in the creation of a new world order. For example, the International Bank for Reconstruction and Development and its affiliates, and the United Nations Development Program, are involving themselves more and more in efforts to strengthen the educational systems of various countries.

A. Some Characteristics of Internationally-Oriented Teachers

If education is to play a central role in the creation of a better world, then the teachers we educate today must be models of the kind of persons we want to educate by the millions tomorrow. A start in outlining some of the characteristics of such teachers was made by this author in his book on *World Horizons for Teachers*. In it he said:

> The internationally-oriented or globally-minded teacher is one who is on his or her way to becoming:
>
> - an integrated individual
> - an expert in human relations
> - rooted in his or her own country and culture and proud of their achievements
> - appreciative of and concerned about other countries and cultures
> - informed about the contemporary world scene and its historic background
> - an informed participant in efforts to strengthen the role of the United Nations System and to create a more viable international community
> - knowledgeable about the role of education in several societies
> - conversant with appropriate methods and materials for edu-

cating internationally-oriented children and youth, and equipped with special competence in one or more fields and their international dimensions, and

- sustained and supported by a faith, a philosophy of life, a system of values, or a religion which undergirds all his or her efforts.

Let us enlarge a little on those characteristics of worldminded teachers.

Most programs in international education start at the wrong place-with a mass of information and ideas about other lands and peoples, the U.N. System, and current events. Important as those are eventually, the place to start is in helping young teachers to become integrated individuals. Speaking negatively, it is the thwarted, anxious, guilt-ridden teacher who projects her or his unhappiness onto pupils-and others. Speaking affirmatively, it is the secure, healthy, mature teacher who inspires self-confidence in her or his pupils-and others.

Therefore everything that the staff in a teacher education institution can do to help future teachers to become self-actualizing individuals is basic to education for international understanding, cooperation, and peace. There are scores of ways in which such self-understanding can be fostered—through personal counselling, through courses in psychology, and through encouraging students to face their own problems and to probe their own prejudices.

Closely related is the education a college or university can provide future teachers in the art and science of human relations. Classroom instructors will never be psychiatrists or even psychologists-and they should not try to be. But they should be knowledgeable about child and/or adolescent growth and development and human behavior. Only then will their classrooms be laboratories in which future teachers learn to resolve conflicts peacefully and promote cooperation in the groups of which they are members.

In that regard, reading and lectures can help. Experiences with children and/or older boys and girls can contribute. Observations or even experiences in child guidance clinics are often tremendously helpful. Opportunities to take part in teacher-student planning in courses is desirable. Films and lectures by experts in the field of human relations can enhance the background and understanding of future teachers in this broad field, too.

In a sense, people are like trees. If they are to grow upward and outward, they need deep roots. So it is with teachers. If they are to reach out to the peoples of the world and introduce their students to the rich

diversity of human beings, teachers themselves need to be deeply rooted in their families, their communitites, their countries, and their cultures. To do that students in teacher education institutions need to pursue broad-based studies of their local communities, their country, and their cultural area.

But their learning should not stop there. It should extend, as a minimum, to at least a few other carefully-selected and representative nations and cultures.

Future teachers also need to become acquainted with the emerging international or global community of our times and of the far-flung activities of the U. N. and its specialized agencies.

Potential teachers should also become interested in current affairs and current events.

To broaden their view of the role of education in the world, they should also study one or more educational systems other than their own, discovering how that system strives to educate its children and youth.

Teachers-to-be should also acquire considerable background on the various methods and materials they can use in promoting education for international understanding, cooperation, and peace.

Finally, future teachers need help in developing their own philosophy of life or their system of values-one which will assist them in setting idealistic but realistic goals, and sustain them when they are discouraged or frustrated.

All these characteristics will not be developed in some course about the world; they are more likely to be developed when every aspect of their preparation for teaching is examined as to how it can contribute to such characteristics.

B. Some Specific Suggestions for the Pre-Service Education of Teachers in Teacher-Education Institutions and/or Programs

As the Unesco International Commission on the Development of Education said in its important book on *Learning To Be: The World of Education Today and Tomorrow,* most of the teachers being educated today will still be teaching far into the 21st century.

Unfortunately it is doubtful that many, if any teacher education institutions or colleges and universitites with teacher education programs are really preparing them to teach in that period. Probably that is why the 1974 Unesco Recommendation included a long section on the importance of teacher education in promoting international understanding, cooperation, and peace. Then, in a follow-up meeting on that

Recommendation, a group of educational experts made a more precise statement on the importance of teacher education. Here are their words:

> As the success of international education depends largely on the quality of teaching, priority should be given to teacher education in planning policies to strengthen international education in school systems. Member States should carry out a thorough assessment of their teacher-training programmes in respect of international education and take appropriate steps to strengthen them in this regard.

Such assessments, with their resultant changes, are of crucial importance if we are to move ahead in introducing children and young people to the world. Such a survey might well take several months, with a panel of distinguished and respected educators enlisted for this task, assisted by persons from the mass media and from other segments of society.

In nations with decentralized systems of education, individual institutions should also conduct surveys of what they are doing, what they could do in the immediate future, and what they could do over a period of several years. Greater weight would be given the findings of such a group if the appropriate administrative authorities launched the study with a statement of their recognition of the importance of the international dimension of teacher education as a primary goal of their institution and one to which they intend to attach increasing importance.

Here are a few areas in which nation-wide systems of teacher education or individual institutions might well work:

1. Personnel. Since the chief administrative officer of almost any educational institution sets the pace for the entire establishment, it is hoped that she or he would be a person with a high interest in the international dimension of education and with some experience abroad. If not, then it is to be hoped that that official would at least support efforts to increase and deepen the activities of the institution in this regard.

In all teacher education institutions it is desireable to have as large a number of faculty members as possible with interest in education about the world, and a few with special qualifications in this regard. If possible, every effort should be made to provide opportunities for faculty members to study and/or travel abroad and/or to attend international meetings of educators. All such institutions would also profit from having a few well-qualified faculty members from other parts of the world.

Those who plan programs in international education in such institu-

tions need to bear in mind the nature of the student body, too. As the group report of the experts pointed out:

> In multi-ethnic societies teacher-training institutions should draw students from the various ethnic groups. Such a practice will not only enrich the life of the college but will also cultivate a greater understanding, respect, and appreciation of other members of society and other cultures.

Equally important is the desirability of having in the student body prospective teachers from abroad, with provisions made to meet their special needs.

Whether there are faculty members and students from abroad or not, every teacher education institutions should have visitors from other parts of the world on the campus, frequently. In addition to any public lectures they give, they should be asked to meet with small groups of students for more intimate exchanges of ideas, experiences, and future plans. Since such visitors cannot come back often, some of their presentations should be filmed, recorded, or video-taped for future use. When such visitors do not speak easily in the language used by the students, it is often useful to interview them. In that way the questioner can sometimes provide much-needed background when posing questions and rephrase the statements that the visitor has made in summaries of his or her remarks.

In some colleges or universities it is possible to have a long weekend or a two or three-day institute on international education, with regular classes dismissed so that every student can participate in such seminars.

2. The Library or Multi-Media Center. The hub of activities in any teacher education institution should be the library. But it should be more than a conventional library; it should be a learning or multi-media center, with a wide variety of materials. Those should include a good collection of books on education, other countries and cultures, world affairs, and the U.N. System. The collection should also include films and filmstrips, tapes and records, and other audio-visual materials on the world. Especially helpful would be several hundred pictures, mounted on cardboard, for use by future teachers.

Such a center should also include textbooks and curriculum guides from other nations.

Magazines on world affairs and on the U.N. System should likewise be readily available. Those would include such popular publications as the *U.N. Chronicle, Ceres, The Unesco Courier,* and *World Health.*

Faculty members in particular should have access to such materials

as Robert Harris' *The Teaching of Contemporary World Issues,* Adelaide Kernochan's *World Concerns and the United Nations,* Herbert Abraham's *World Problems in the Classroom,* - and, if possible, the unusual publication of the Finnish National Commission for Unesco on *Education for International Understanding in Teacher Education.*

3. Courses. The types of courses offered by teacher education institutions will vary from place to place. Some will offer full courses in international education; others will offer several short courses, Still others will include a series of lessons or a unit in regular subjects, dealing specifically with the international dimensions of that field.

No matter what arrangements are made in the curriculum, planners need to examine the total offerings of their institution to ascertain whether a number of important topics are being developed. One is the history of the world, whether approached by the study of different nations, by cultural regions, or by chronology on a worldwide scale.

A second broad topic would be international relations, foreign policy, and current events. One novel way to approach current events would be to have a series of weekly news roundups in which various students would take part.

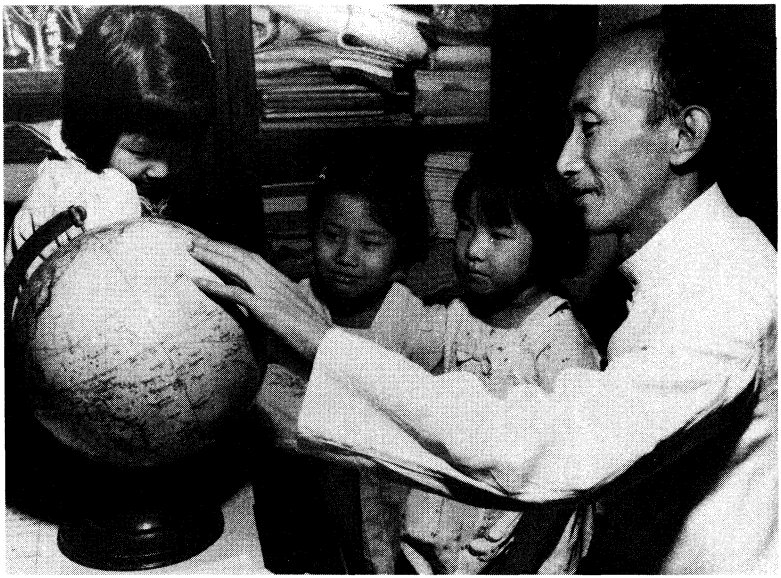
Future teachers should also examine at some point, or at several points, in their training, some of the world's contemporary problems. That can be done in a special course or as a part of various courses.

Some international educators feel that all or most future teachers would benefit from work in cultural anthropology because of the stress in that discipline on the acceptance of diversity among human beings, its emphasis on the study of the totality of cultural groups, and its problems approach.

Certainly future teachers need also to acquire a broad background on the United Nations System. Again, this could be in a special short course or as a part of several regular courses.

Many educators would likewise stress the values of studying a foreign language and some work in comparative education. Others would emphasize the merits of courses or experiences in world literature, world art, and world music.

4. Experiences with a Variety of Teaching Methods and Materials. Most teachers will teach in the future as they were taught. Hence it is extremely important that future teachers experience a wide variety of teaching methods while they are being educated. No doubt they will hear many lectues during their college years but future teachers need to learn that teaching is not telling; it is helping people to inquire, probe, and discover for themselves. Consequently they need to take part in role-playing situations, engage in problem-solving, learn through first-



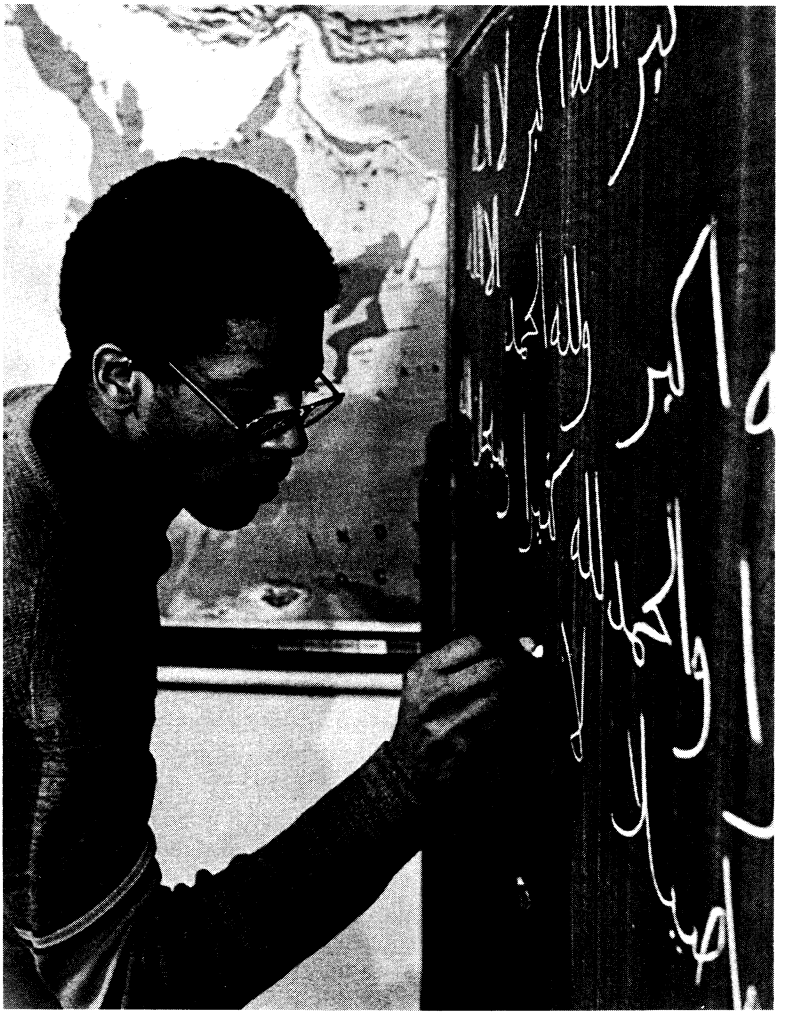
An Indonesian teacher introduces his students to the world.

hand experiences, and observe and evaluate films, filmstrips, and other learning materials. Increasingly they should learn to use computers.

The same should be true of their experiences with a wide variety of teaching materials. Somewhere in their training period they should examine critically the resources for teaching prepared in their own country, and hopefully some resources from other nations. And they should prepare some teaching resources themselves, such as slides, maps and globes, transparencies, and charts. If possible, they should then have opportunities to try them out with students in classes.

One of the most practical assignments young teachers can undertake is to assemble a kit, or kits, to take with them on their first job. Such a kit in international education could be on a wide range of topics or on one specific aspect of the world. Such kits would contain pictures, charts and graphs, maps, and other useful teaching-learning resources.

5. An Affiliation or Affiliations. One of the activities most highly recommended for teacher education institutions is the development of an affiliation with a similar college or university in another country and/or culture. If the institution is carefully chosen and the affiliation competently cultivated, a long-term friendship between the two institutions can



A young Arab teacher prepares for the next day's lessons.

develop, with a wide range of enriching opportunities for the staff and students of both colleges.

If the affiliation is selected in part because its students speak another language, the exchange can help motivate the learning of a foreign tongue. If it is selected because it is dealing with similar educational problems, that can be a boon to individuals in both institutions if it is selected because it is in a country the students are studying in depth, then the work on that nation can take on deeper significance. If it is picked because it represents a different way of life, the affiliation can provide numerous learning opportunities for the future teachers involved in it.

A wide range of activities can be carried on in such affiliated schools. Scrapbooks can be prepared on the local community and exchanges. So can typical class work. Photos can be taken and mounted, with brief explanations of them. Art work and tapes of music can be sent abroad. Pen pal friendships can be formed. In some instances there can be exchanges of faculty and/or students for short periods or even for a year, depending upon the expenses involved and other considerations.

It is possible that an institution may want to develop more than one such affiliation, although experience indicates that a well-run program demands a great deal of time and energy and may preclude more than one such experience in any teacher education institution.

In fact such an affiliation (or more than one) might well be the culmination of a series of such experiences over all the years of students in schools.

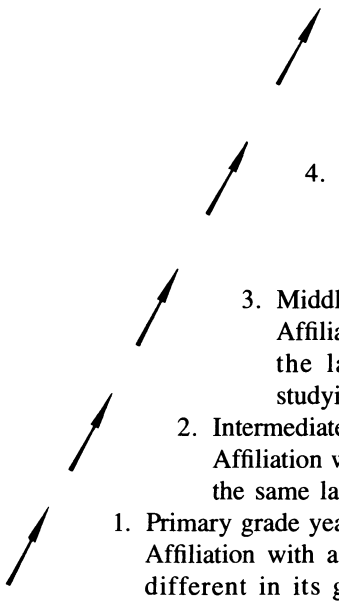
The most ambitious plan for a series of affiliations might start with one in the first two or three years of school, linking schools within a given nation but with varying student bodies-thus promoting intercultural understanding. Thus the earliest exchange might be between a rural and an urban school or two schools with different ethnic makeups.

The second affiliation might come in the period between the third and fourth and sixth years and be with a school abroad which uses the same language, thus making correspondence easy.

The third affiliation might well be in the sixth through ninth years in school and be with a school in another nation which uses the "foreign language" the students in its affiliated school are learning.

The fourth and fifth affiliations might well come in the secondary school and college levels of learning and be with two different parts of the world or cultural regions.

In chart form such an ambitious affiliation program would look something like this:



One of the added advantages of affiliations at these first five levels is that teachers and parents as well as the pupils can be involved in broad-based exchange programs. Of course less ambitious programs of affiliation can be carried on than the one shown in the chart above.

6. Faculty Research and Publications. The primary responsibility of teacher education institutions is to its current students. Often that is all it can handle effectively, given the available staff, time, money, and energy.

Some institutions, however, may assume added responsibilities. One is to former students who are still teaching. Another is to the teachers in the geographical area in which the teacher education institution is located. A third is the responsibility such places of higher learning have to the general field of education, especially in their own country, but increasingly on the international scale.

One way for an institution to serve a larger constituency is to become a service center for teachers, lending them books and/or audio-visual materials through the mail or by mobile libraries. They can also assist teachers with short, annotated lists of free and inexpensive materials. The same can be done with practical suggestions or promising practices in the field of international education.

Some instructors in teacher education institutions also have a re-

sponsibility in research on various aspects of the international dimension of education, depending upon their background, special interests, and competencies. Some of the research they carry on can be of a simple nature-evaluating films, books about countries they know well, or materials on the U.N. System. Articles or short monographs on their reactions and results can be prepared and printed inexpensively.

Then there is the need for more ambitious research projects by qualified faculty members. Several fields have been mentioned in which we need research, including the evaluation of childrens' experiences in developing attitudes toward the people of other nations, the readiness of young teachers (or others) for experiences abroad, and the ages at which children can be introduced most effectively to various aspects of the world community. Where qualified researchers are available, institutions should encourage them in every way possible within their means.

7. Some Special Activities. There are many other ways in which a teacher education institution can provide future teachers with opportunities for learning about the international dimension. Some of them have been mentioned in the chapters on education in elementary and in secondary schools. Here are a few such suggestions; the order in which they are listed has no special significance.

a. Assemblies. There are numerous ways of using the assembly programs of teacher education institutions to reach all the students and to involve them in a variety of programs on the international aspects of learning. Plays can be performed, often without elaborate costuming and time-consuming preparations, including plays which students have written. Films on other countries, on world problems, and on the various agencies of the U.N. can be shown. Dances can be performed, with some explanation of their meaning and significance. Panels on world problems and/or current events can be held. Arranging them and often taking part in them can be a good learning experience for future teachers.

b. International Clubs. Students can often gain valuable experiences in the international domain through United Nations clubs, Unesco clubs, international relations organizations, or similar groups. This is especially true when future teachers are in charge of such groups.

c. The Celebration of Special Weeks and Days. Institutions will often want to highlight some special day, such as United Nations Day, World Health Day, Human Rights Day, or World Environment Day, with a variety of programs, including dances, music, plays, and panels. Or they may want to extend such observances to special weeks.

The involvement of a large number of children and/or young people from the surrounding area is especially helpful to future teachers, giving

them opportunities to think in terms of the students they will soon be teaching. Such occasions can also improve the morale of a college or university through the cooperation of faculty and students in preparing and staging such events.

d. A Special Services Bureau. Some teacher education institutions have a speakers' bureau to supply lecturers to parents' organizations, civic clubs, labor unions, and similar groups. Sometimes such bureaus specialize in providing students from other countries as speakers. But there are other services such bureaus can provide. They can furnish troupes of actors, panels of students on world problems, dance and musical groups, and operators for film showings.

e. Exhibits. Preparing an exhibit and mounting it is another activity in which future teachers can engage with profit to themselves and others. Perhaps a location can be found where all or most of the students in the college or university pass daily or often. It might be a dining room or cafeteria, the front hall of a classroom building, or near where the students get their mail. Exhibits can be mounted on a variety of themes. In some schools they can be changed every week or two, thus giving more students an opportunity to prepare such materials and the wider student body a glimpse into a variety of topics.

f. Conferences. There are many values, also, in conferences in any teacher education institution. These can be limited to the students in that college or they can include teachers from the surrounding area. Wherever possible, future teachers should be involved in the planning and execution of such conferences. Colleges and universities with teacher education programs should also encourage some of their students to attend conferences on international themes which are held away from their institutions. Usually they provide much enrichment to those attending them, including exchanges with young teachers from different localities.

g. Film and Filmstrip Festivals. The use of films and other audio-visual resources in classes and in assembly programs has already been mentioned. In addition, there is likely to be a great deal of value in special film festivals, lasting for an entire day or two or three days, and highlighting films of a specific country, a world area, a global problem, or some aspect of the U.N. System. Sometimes such festivals can be arranged so that the same films are shown two or three times, thus enabling more people to see them. Or different films can be shown in different rooms so that viewers can select those in which they think they are most interested. Often teachers or others from the surrounding area can be invited to participate in such a festival, especially if the showings are late in the afternoon or in the evening when they can attend them

more easily. On occasions children should be invited to see some of these films and react to them. In some instances annotated film lists can be prepared as a follow-up of such a festival

h. A Hall of Flags and/or a World Heroes Hall. A dramatic as well as useful activity in any teacher education institution is to arrange a Hall of Flags. If possible, some explanation of the symbolism of each flag, including the colors and any designs of them, should be included near the flags.

There is merit, too, in the selection each year (or more often) of a world hero or heroine, or some similar designation, by the entire student body and the faculty. That can be carried on by a class, a club, or a special committee. It will heighten interest in the contest if the "nominations" are made in an assembly program or some similar public gathering, and the final selection is made similarly. And it will enhance the background of more students on some of our great international leaders—past and present.

i. Travel, Study, or Work Abroad. Wherever possible, teacher education institutions should encourage travel, study, or work abroad by future teachers. Not everyone is prepared at this point in their lives for such an experience; we are not sure now just what "readiness" for life abroad entails. But many young teachers will find such experiences stimulating and valuable. Rather than reading about people of another nationality or culture, they will meet them and exchange ideas and experiences with them. Trips abroad for short student conferences can sometimes be arranged where longer visits cannot be financed. Sometimes government or private organizations can help defray the expenses of such trips.

C. The In-Service Education of Teachers Regarding the World and the United Nations System

In programs for developing the international dimension of education, it is not enough to work with persons who are now in teacher education institutions, important as that is. There are also millions of teachers who have already completed such training and are now on the job in elementary and secondary schools. They, too, need help in expanding their horizons and, in turn, expanding the horizons of their pupils.

Of course the needs of such persons vary widely. Some need to be sensitized to the importance of teaching about the international community as well as about the local community and country. Others need background in subject matter-on international problems, the U.N. Sys-

tem, world literature, national or cultural regions, or some other important topic. Still others need help in developing their teaching methods, especially in ways in which to shift the emphasis from teaching as telling to teaching as inquiring, probing, and discovering.

Hence the in-service education of teachers in the international dimension of learning is a tremendous task in every country, in every culture, and in every continent.

The responsibility for such in-service education varies from nation to nation. In most countries the ultimate responsibility rests with the Ministry of Education, but the day-to-day implementation is often carried out by inspectors or supervisors, by the administrative heads of schools, and others in charge of instruction. In decentralized systems of education, the legal responsiblity may rest with the chief administrative officer in a province, state, or departement, but the decision-making power on a day-to-day basis may rest, at least in part, with officials in local schools or school systems.

No matter what the organizational setup is for an educational system, there are several ways, oulined below, in which teachers on the job can be helped in their further education or reeducation as it relates to the international dimension of learning.

1. Through Seminars, Workshops, or Conferences. One of the best ways to promote international understanding is through teachers' meetings. Those can be held locally but there are advantages in conferences for large geographical areas, bringing together many instructors. Important and influential speakers can often be obtained for such large groups, whereas they are not likely to be available for smaller meetings.

At such conferences films on international themes can be shown. Exhibits of materials can be arranged, preferably with some handouts distributed free of charge to the participants. Demonstration lessons can be staged and those present given an opportunity to discuss with the teacher (and sometimes with the pupils) what has transpired. In small groups, teachers can exchange suggestions and raise questions on specific aspects of teaching for international understanding, cooperation, and peace.

2. Through Study Groups and Study Guides. Often staff members in a Ministry of Education or a regional office can prepare a study guide or a series of pamphlets which can be used by local schools or school systems as the basis of small group discussions by teachers. Thus many instructors can be involved at little expense in time, energy, or money.

Such study guides will vary, of course, from place to place. One

might well be on the overall theme of the international deminsion of education. Others might be on specific subject fields as they relate to global education. Still others could be on various age levels and ways in which the international dimension of education can be developed with pupils of that particular level of maturity. One might well be on teaching about the United Nations System in a given nation, with special attention to its efforts in that country.

If films or video-tapes can be obtained or if discussion leaders with practical classroom expertise can be sent, that is highly desirable, although local experts need to be involved, too.

3. Through the Preparation of Films and Video Tapes. Many of us learn best visually and Ministries of Education or regional offices of education often find that the time, money, and energy expended in the preparation of films or video tapes is very well spent. Such films can be 10 or 15 minutes in length and left open-ended in order to encourage discussion. Through such materials, large numbers of teachers can be reached in many places and over a period of months or even years.

4. Through Suggestions for Developing the International Dimension of Education in Regular Classes. In many nations the radical revision of the existing curriculum is not likely to take place in the foreseeable future, incorporating an innovative approach to international education. But Ministers of Education and other educational authorities can prepare publications which show teachers in very practical ways how they can incorporate the international dimension of education in existing courses. That can be done in an article or a series of articles in a teachers' journal, with reprints for wide distribution, or it can be done directly by school authorities. As a part of the in-service education of teachers, individual instructors or groups can be invited to submit suggestions of ideas to be included in such publications. That has the added advantage of keeping the list of suggestions pertinent and practical. Examples of that kind on a world-wide scale are included in the Unesco booklet on *International Understanding At School.*

5. Through Teacher Education Institutions. As suggested earlier in this chapter, teacher education institutions have an important role to play in the in-service as well as the preservice education of teachers. Through conferences, exhibits, reading lists, the loan of books, the preparation of model lesson plans, the supplying of speakers and discussion leaders, plus other ways, they can serve a much wider group than their own student body. Ministries of Education and other educational authorities can encourage them in many ways, especially in helping them to finance their efforts.

6. Through Providing Schools with Visitors from Abroad. One

of the best ways to encourage the education of teachers, as well as pupils, is to wrap ideas in "packages" called people—and to send them to several schools. Of course such "ambassadors" should be carefully chosen on the basis of personality, knowledge of a country or subject field or global problem, and ability to communicate easily and quickly. Well-chosen, they can greatly enhance the in-service education of teachers.

Occasionally students from abroad who have completed their work in teacher education can be encouraged to remain for a few months in their host country as special resource persons for a group of schools. In that way they are likely to contribute to more people and to avoid the difficulties of teaching in a single classroom for their first year in a foreign country.

7. Through the Publication of Materials. Ministries of Education and other educational authorities will, hopefully, want to produce new materials from time to time on the international dimension of education. That may mean new textbooks. But such materials may also be less expensive booklets, developed without months or even years of preparation.

Those materials may serve as an impetus for improved teaching about the world as study materials for students.

8. Through the Provision of Kits to Teachers. In a similar way kits can be provided to teachers in order to stimulate their in-service education, especially if the kits are accompanied by suggestions for their use. Those can be prepared on different topics—arranged by the age level of students, by subject fields, by international or global problems, and by aspects of the U.N. System. Large posters and pictures, a short and vivid brochure, a filmstrip, possibly a map or chart, and other learning materials might well be included in such kits.

9. Through Encouraging Travel, Study and or Work Abroad. Most teachers would profit from even a short trip to another part of the world. Educational authorities will certainly want to continue and even increase their efforts to provide such opportunities for teachers in-service by calling their attention to such possibilities, arranging short study trips to neighboring or even distant nations, financing visits to another part of the world for conferences, or assisting key educators to gain background for teaching or writing by longer trips abroad.

The United Nations Triangular Fellowship Program is one of the best examples of such in-service opportunities, even though it reaches only a small group of educators. Through that program key educators are brought to the United Nations headquarters or to some other appropriate place for a month or so, where they can hear some of its outstanding

speakers, view and comment on films, discuss various aspects of international education, and prepare a project for use by teachers in their home country.

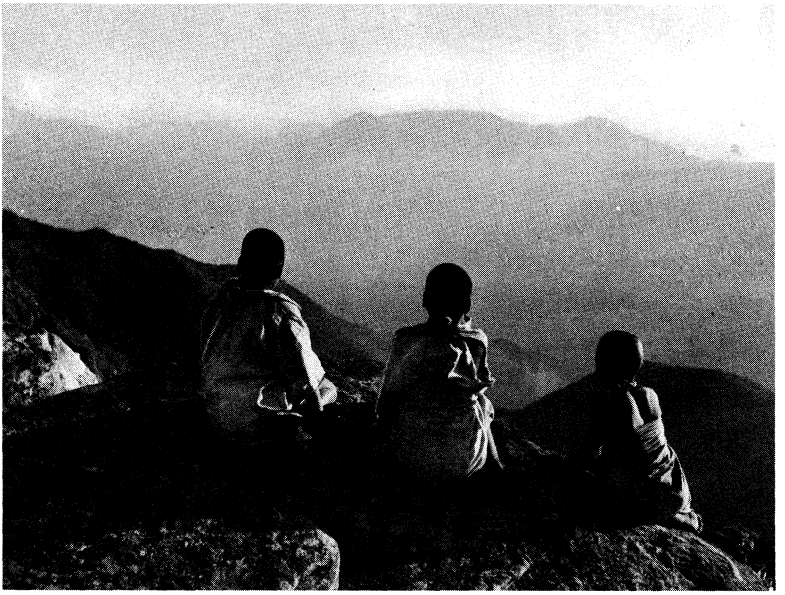
10. Through Encouraging the Individual Initiative of Teachers. Many teachers are deeply committed to their work and will make a great effort on their own to become better educated. Still others will do so if given a little encouragement by educational administrators and supervisors. Some Ministers of Education and similar educational officers might well prepare a brief, inexpensive list of suggestions for teachers which would help them to broaden their background for teaching about the world. It might take the form of a list of questions, including the following, plus other ideas which will occur to those preparing such a document.

Broadening My Background on the World
and on the United Nations System

Activities or Experiences	*Am Doing This or Have Done This*	*Would Like To Do This Soon*
a. Become friends with a person of another ethnic group in my own country.		
b. Become friends with a person (perhaps a teacher) in another country.		
c. Attend a conference or take part in a study group on some phase of world affairs.		
d. Read as widely as possible on the international dimension of education in my major subject field or age level.		
e. Become conversant with the work of the United Nations System or some aspect of it.		
f. Gain background on some global problem.		
g. Become better informed about a country in which I am interested.		
h. Begin to learn a new language or improve my facility in one I have already studied.		

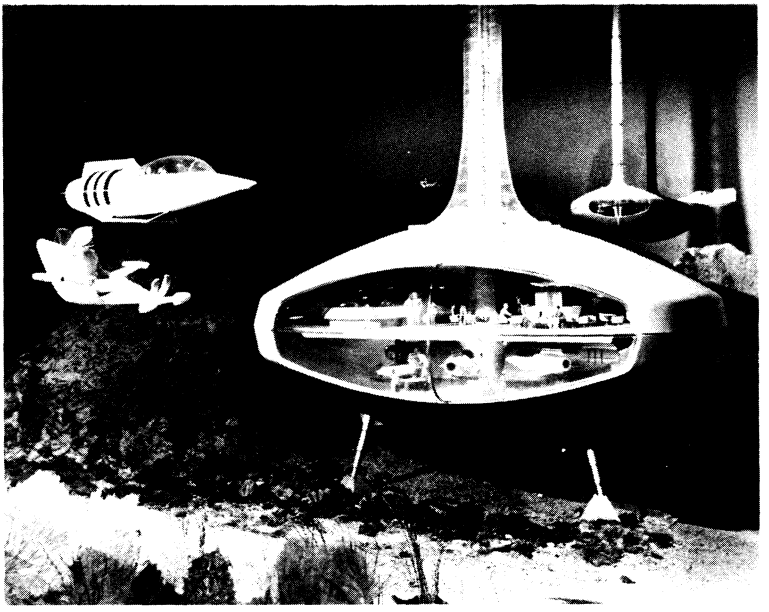
Activities or Experiences	*Am Doing This or Have Done This*	*Would Like To Do This Soon*
i. Make a collection of pictures for my teaching on some part of the world or the international dimensions of the subject I am currently teaching.		
j. Travel to another country even for a short visit.		
k. Develop a list of the major concepts relating to the world on which I need to concentrate in my teaching.		
l. Compile a list of local and/or national sources of teaching materials on the world from which I can obtain help.		
m. Try a new method of teaching which involves students more than heretofore.		
n. Make a study of Our Community in the World and The World in Our Community—Our International Contacts.		
o. Write and try out some teaching materials on one aspect of the world.		
p. Join and work in an organization devoted primarily to world affairs.		
q. Volunteer for work in some project abroad, such as the United Nations Volunteers.		

On this note of self-enrichment and the enrichment of students in the international dimension of education for the latter part of the 20th century and the early years of the 21st, we conclude this volume.



And what will tomorrow bring for these three young lads looking across the Rift Valley in Kenya—and millions like them? May it be a more peaceful, equitable, and more just world for all of us and our students and children in our emerging global community.

with improved means of transporation,



and exploration into the ocean depths.

Better health for everyone

and more access to education by people of all ages

Developing commitment to a better world-with research into ways of growing food as in this laboratory in the Philippines

or inventing new farm implements to cultivate crops as in this scene from Korea.

and with increased and careful planning locally, nationally, and internationally.

Acknowledgements

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The countries which the photographs represent and their sources are listed here in alphabetical order and the pages on which they appear are cited. The letter U in these designations stands for a photograph on the upper part of a page and L for one on the lower part of a page. Where there is no such designation, it represents a full page illustration.

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