

# The Changing World

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## WE FACE A NEW WORLD

THE SOCIALLY SENSITIVE teacher is profoundly concerned over the complexity and magnitude of the problems and trends which he feels must be taken into account if he is to be an adequate teacher and an effective citizen in this modern world. He has been told that ours is now One World; that our world is shrinking rapidly; that, fundamentally, the peoples of this world are interdependent; and that, biologically, all the "races of mankind" are brothers. He has faith in the possibilities of a Brotherhood of Man; nevertheless, he sees that stubborn obstacles stand in the way of the adequate realization of this ideal.

And so this teacher asks himself: What are the crucial world problems that ought to be taken into account as I plan my work for the new school year?

What can I do to help the children and adults with whom I work to understand the conflict involving my country and the USSR? To what extent is this a conflict of nationalisms, or of basic ideologies? What can I do to help my people understand the objectives and methods of world communism?

What can I do to help the people of my community understand and support the United Nations, and especially the program of UNESCO?

What should I teach regarding world population trends and pressures? Is it true that there cannot be enough food in the world to feed the people adequately, or would there be "enough and to spare" if an intelligent program of conservation and planning were undertaken?

What should I think and teach and do regarding the problem of race? Is it true that some races are inferior and that intermarriage among the races is "bad"? What do the anthropologists have to say regarding these matters?

What should I teach this year regarding the culture of other peoples? Is it true that cultural differences do not necessarily mean inferiority or superiority? Can we world-citizen Americans learn to appreciate genuinely the unique cultures of other peoples?

What about the future of atomic energy? Is it true that atomic energy promises wonderful possibilities in terms of peacetime uses? And what should we expect in terms of destruction if there should be an atomic war?

What is the meaning of the current inflationary trend in the United States? Must we expect this trend to reach a climax in another serious world-wide depression; or will our leaders in industry, labor, agriculture, and government accept the necessity of voluntary planning before it is too late?

Is it true that America has been forced into a position of world leadership? Are we giving the world the kind of leadership that is demanded by the times in which we live? Are we really striving to help build a cooperative-democratic world?

These and related questions are startlingly new to the American teacher. They are the questions that we Americans must face if we are to play an effective constructive role in the building of the Brotherhood of Man on this earth.

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