

You Can Teach for World Citizenship

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C. O. Arndt, New York University, and Samuel Everett, College of the City of New York, suggest a small but select number of materials for use by teachers in developing meaningful programs in world citizenship for American youth.

IF YOU WISH TO TEACH for world citizenship, an obvious first step will have to be the expansion of your horizon from the national to the international level. More specifically, you will have to accept as people not only the citizens of the United States but the peoples of the world. That is a large order but it is a prime requisite for the realization of peace.

During the decade just past we have witnessed a rapid rise in intercultural or human relations education in this country. Long a national need by virtue of the nature of our population, it was given impetus by World War II which revealed our national weakness in this area. With the close of the war a new source of pressure, this time at the international level, has developed in reference to our minority group problem. It has grown out of our new position in world affairs.

Today the eyes of the world are upon this country and the member nations of the United Nations are asking us, as they are asking one another: how do you square the Universal Declaration of Human Rights with your national practice? We must, then, on the one hand, get our own house in order and on the other, go to work on intercultural education at the world level.

As American citizens this step should

be less difficult than for some people of the world. The nature of our population keeps the problem of inter-group relations ever before us. We have done a considerable amount of experimentation, research, and writing, in this area; we have made some progress. But a far greater effort must be made at action level in the days which are ahead.

SUGGESTIONS FOR TEACHERS

*If you are an elementary school teacher, be assured at the outset that *World Understanding Begins with Children* (1). They can learn to accept their classmates, and indeed all people with whom they have contact, as people. They can learn about children in other parts of the world, the kind of homes they live in, what they eat, what they wear, and how they play; their customs and beliefs, their stories and their pictures. They can become acquainted with similarities and differences between children the world over and the reasons therefor. In these endeavors you will find that there are many good learning materials available to you.*

Let us consider first some books for group reading. In Munro Leaf's *Let's Do Better* (2) you will find a booklet that will capture the interest of young people if it is read to them by the teacher. In the language of children

and with appealing pictures, teacher and pupils will learn that thus far man has not done so well in learning to live with his fellow men. Too often he has used force; resorted to war. He can do better; he must. Again, in *All About Us* (3) Eva Knox Evans reveals to children of lower elementary school age reasons for differences between people in appearance and customs. She concludes her story with the statement: "Every living person is kin to us, and we are related to everybody in the world." This booklet will also excite the interest of children. They will begin to understand their relationship to all peoples of the world.

Lois Fisher's *You and the United Nations* (4) presents pictorially, and through easy narrative, the relationship

between every child and the United Nations.

Should you desire a movie on the United Nations addressed to children, then *Clearing the Way* (5a) should prove useful. It centers about the loss of playground space for children living along the East River, Manhattan, North of 42nd Street, because of the construction of the new United Nations headquarters in that area. They are not happy about the loss of their empty-lot space but change their attitude when they learn the gain which people everywhere will have through their loss.

You will want to know of a series of 36 new films (16mm.) titled *The Earth and Its Peoples* (5b), which was recently produced by Louis de Rochemont,



Junior high pupils study other lands, other peoples

Source Unknown

noted specialists in the development of dramatic documentaries. One of these films is here listed to indicate to you the nature of the series. It is "Farmer Fisherman" (Norway), a twenty-minute human geography film which shows the efforts of a Norwegian father to gain a livelihood for himself and his family through farming and fishing. Audiences whether of elementary school age, for which the film is primarily designed, or adult will enjoy the film because of its rich human interest features.

An excellent new film strip on the United Nations for children under twelve is *The Garden We Planted Together* (6). Available free to schools, this film strip with commentary should prove irresistible to any group of children. It stresses the idea that adults like children in all countries of the world, can work together and by so doing, "Some day the world will be as happy and as beautiful a place as the garden the children planted together."

A poster, in bright colors, depicting flags of all member nations of the United Nations is another interesting item for children. It can be had by schools by writing to the Department of Public Information, United Nations, Lake Success. Miniature silk flags of the nations (7), always intriguing to youngsters, are also available, as is a miniature silk flag of the United Nations (8). Flags suggest games of many kinds. The creative teacher, close to her pupils, will know how to develop appropriate learning activities with these colorful flags. Should she need help, however, there is another reference which will be found invaluable and suggestive, namely, *United We Play* (9).

If you are a secondary school teacher, the amount of materials available for teaching for world citizenship is much greater. A steady stream of current material comes from the United Nations, in the form of pamphlets, reports, books, posters, films, and film scripts. This material is too extensive for present listing. Again we must be highly selective.

It is suggested that the approach to the study of the United Nations at the secondary level be through its achievements and work in progress rather than through the structure of the organization.

If you are looking for a book to fill the familiar role of textbook in your class, here are several suggestions. The most interesting book on the Charter of the United Nations is *One World In the Making* (1). Written for the purpose of making it as easy as possible for anyone, young or old, to understand this basic document, the text is richly illustrated with pictures and symbols. The author supplies many helpful explanations and illustrations to clarify the meaning of the Charter.

The United Nations Story (2), a sizeable pamphlet of just above 100 pages provides a reliable account of the work done up to December 1949. Designed specifically for use at the secondary level, teachers and students will find that the material presented is not only up to date but sufficiently comprehensive to warrant its use as a supplementary classroom text. Attention is drawn also to a teacher's guide for the use of the *United Nations Story* which will have appeared in print by the time this article is published. The guide will also be available through the American As-

sociation for the United Nations.

A third book, *Everyman's United Nations* (3), was prepared and published by the Department of Public Information of the United Nations for use at the senior high school and adult levels. It describes both the operation of the United Nations and many problems and cases which have thus far come to it for action.

Two pamphlets which will be found useful are *How the United Nations Began* (4), and *Report on the United Nations* (5). The former was prepared by the Department of Public Information of the United Nations for pupils 12-16 years of age in all lands. It describes the origin of the United Nations and gives suggestions for developing learning experiences. The latter pamphlet presents a progress report on the work of the United Nations, with objective comment on its successes and failures to date.

One of the best illustrated pamphlets is *The United Nations and Its Specialized Agencies* (6). Through graphs, photographs, maps and pertinent comment, readers of all ages are given a live picture of the United Nations at work.

Teachers of high school youth will find highly useful two working papers, one on the Security Council (7) and the other on the Trusteeship Council (8). These publications describe briefly the function, composition, voting procedure and physical working arrangements of each Council and give directions and briefing to each delegate who wishes to take part in the meeting of the Council. It is suggested that classes use the pattern of organization presented but work out the content

through study of a problem now before the Security Council or the Trusteeship Council.

SINCE you are a school teacher and presumably operate with a small budget, a skeleton library made up of recent inexpensive materials is here suggested.

First to be mentioned is *Education for International Understanding in American Schools* (1), a study prepared by the NEA in cooperation with the Association for Supervision and Curriculum Development and the National Council for the Social Studies. Of particular value to classroom teachers are the many reports of work in progress in schools throughout the United States.

A recent pamphlet prepared by Leonard Kenworthy (2) lists materials on teaching for international understanding. Teachers might check the items which appear promising and request the school librarian to order them for the school. A similar procedure might be employed with reference to *A Selected Bibliography* (3) prepared by UNESCO, Paris. Materials listed in this pamphlet are drawn from member nations of UNESCO. Some of the references are given in French and Spanish and refer to books and pamphlets in those languages. Teachers of foreign languages might here find material for reading in high school classes.

International seminars held in recent years under the auspices of UNESCO are bearing fruit primarily through the activities of those who were privileged to participate in them. It is a tribute to the leadership responsible for development of these seminars that out of each

has come at least one report directly addressed to a problem which faces all who would teach for international understanding. Some of these reports make significant contributions to the rather limited literature in this field. Thus, you will want a copy of *Some Suggestions on Teaching About the United Nations and Its Specialized Agencies* (4) which was initially prepared as a working paper for discussion at the Eleventh International Conference on Public Education and was later studied by the UNESCO Seminar at Adelphi College, New York. Another useful report, *The Education and Learning of Teachers* (5) grew out of the UNESCO seminar at Ashridge, England, in the summer of 1948. Child development, education for social understanding and international understanding are considered in turn. Provocative also is *The United Nations and World Citizenship* (6), a group report developed by the UNESCO seminar at Adelphi College.

In the Classroom with Children Under Thirteen Years of Age (7), which grew out of the Seminar at Podebrady, Czechoslovakia, presents helpful suggestions for teachers of geography, history and foreign languages. *The Influence of Home and Community on Children Under Thirteen Years of Age* (8), another product of the Podebrady Seminar, contains chapters by Ruth Benedict and Alva Myrdal.

A useful pamphlet on Human Rights, titled *Our Rights as Human Beings* (9), should prove helpful both in class and on occasions when you are called upon to speak about the work of the United Nations. Prepared as a discussion guide, it is made to order for the busy teacher who appreciates material designed for

practical use. Attention is drawn to two further studies now in preparation by UNESCO, the first *A Teachers Guide to the Declaration of Human Rights* (10), the second, *Some Suggestions on the Teaching of World History* (11).

OTHER TEACHING MATERIALS

In the above description attention has been drawn to a number of teaching materials which are within the budgetary range of teachers. Listed below are some final suggestions which might prove useful.

RADIO: Consult your local newspaper for the schedule of direct broadcasts from Lake Success over radio or television. Broadcasts are made each week day while special programs are frequently offered on Saturdays and Sundays.

PRESS: Spot United Nations news through your local newspaper. Free releases from United Nations headquarters may be secured by your paper without charge. Large city newspapers such as the *New York Times* and the *Herald Tribune* have very good coverage especially in their Sunday editions.

FILMS: Request the film distributor with whom you deal in your locality to secure such United Nations films as the following: *Searchlight on the United Nations* (12) (17 minutes), *Maps We Live By* (13) (17 minutes), *First Steps* (11 minutes), *United Nations Screen Magazine #1* and *United Nations Screen Magazine #2* (14), (20 minutes). The last two films are particularly recommended.

MAGAZINES: Subscribe to the *United Educational Leadership*

Nations Bulletin, the biweekly official United Nations publication which will keep you informed at all times on the work of the United Nations and its specialized agencies. Also the *UNESCO Courier*, the monthly official publication of UNESCO, will keep you up to date on the work of that important educational organization.

DIRECT VISIT: Finally plan a direct visit to the United Nations at Lake Success! There is no substitute for direct experience. Attendance upon a meeting of the General Assembly, Security Council, Trusteeship Council, or even a committee meeting at Lake Success will serve as a vital culminating experience in the chain of activities here suggested.

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- (2) Leaf, Munro, *Let's Do Better*, New York, Lippincott, 1945.
- (3) Evans, Eva Knox, *All About Us*, New York, Capital Publishing Co., 1947.
- (4) Fisher, Lois, *You and the United Nations*, Chicago, Childrens Press, Inc.
- (5a) Film—*Clearing the Way*, Available through Association Films, Inc. 35 West 45 Street, N.Y.
- (5b) *Farmer Fisherman* (Norway), Two reels, 16 mm., 20 minutes. Available for purchase or rental through Education Division, United World Films, Inc., 445 Park Avenue, New York 21, N. Y.; also available for rental through your university, or state extension library.
- (6) Film Strip—*The Garden We Planned Together*, Available through Films and Visual Information Division, United Nations, Lake Success.
- (7) *Miniature Silk Flags*—Small silk flags of member nations of the U. N.—4x6—mounted on 10 inch black ebonized staff with gilt spear—40¢ per flag—black stand to hold flags, \$8.50. Available through Annin and Co., 85 Fifth Avenue, N. Y.
- (8) *Silk Flag of the United Nations*—Small silk flag of the United Nations—4x6—35¢ plus 6¢ postage. Available through Information Center for the United Nations, 535 Fifth Avenue, New York 17, N. Y.
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- (5) UNESCO, *The Education and Training of Teachers*, New York, Columbia University Press, 1949.
- (6) UNESCO, *The United Nations and World Citizenship*, New York, Columbia University Press.

- (7) UNESCO, *In the Classroom with Children Under Thirteen Years of Age*, New York, Columbia University Press, 1949.
- (8) UNESCO, *The Influence of Home and Community on Children Under Thirteen Years of Age*, New York, Columbia University Press.
- (9) *Our Rights as Human Beings*, New York, Columbia University Press, 1949.

- (10) *A Teachers Guide to the Declaration of Human Rights*, New York, Columbia University Press.
- (11) *Some Suggestions on the Teaching of World History*, New York, Columbia University Press.
- (12, 13, 14) *Films*—Available through Association Film, Inc., 35 West 45 Street, N. Y.

Observations on Education in Germany

CHRIS A. De YOUNG

Three years have brought significant changes in German schools. Dr. De Young, Coordinator of the Panel on Teacher Education, American Council on Education, and of the Panel on Public Education, N.E.A., comments on these developments in a letter from Heidelberg.

FROM THE INTERNATIONAL WORKSHOP in Social Studies at Heidelberg, Germany, I am sending a few reflections on German education. This workshop has in attendance seventy educators from Germany, ten from other European countries, and ten from America. As co-chairman of the workshop, I have had daily contact with these educators. They have brought to my attention several outstanding developments in education in Germany.

Several marked changes have taken place during the three years that have elapsed since my last period of service in Germany as an educational consultant in 1947. A major administrative change was the official transfer from the War Department to the State Department which took place last year. This transitional period has been characterized by continued changes in education.

School Conditions Have Improved

Buildings and Furniture. Improve-

ment in school facilities has been great during the three-years' period. Many schoolhouses which were partly destroyed have been renovated. Some new school buildings have been erected. Many playgrounds that were strewn with the debris of war have been cleared, and are now used for their intended purpose of providing recreation. In many schools the old two- or three-student desks fastened to floors have been replaced by attractive movable furniture.

Books. In 1947 the German school child averaged one to two school books. Today the number of books has been multiplied again and again. The quality of the textbooks has improved markedly in content and format. Here on display in the textbook room of the workshop are arranged many books, so attractively illustrated they invite perusal.

Several textbooks are accompanied by teachers' guides. Many others have helpful auxiliary materials prepared for

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