

HOW CAN THE SOCIAL STUDIES PROMOTE INTERNATIONAL UNDERSTANDING?

DOUGLAS S. WARD

WORLD understanding is recognized by virtually all professionally literate teachers as a valid area of study in social studies programs at all grade levels. Yet there is a profound lack of satisfaction with the content and approaches which have been recommended. Some of the typical approaches to this topic are examined below and possible content for the study of "World Social Problems" in junior and senior high schools is outlined.

TYPICAL OBJECTIVES FOR SECONDARY SCHOOL SOCIAL STUDIES PROGRAMS ABOUT INTERNATIONAL AFFAIRS

An authoritative discussion of aims in secondary-school programs of this type may be found in a chapter by Leonard S. Kenworthy on "Studying Other Lands and Peoples in Secondary Schools" in the volume on *Teaching World Understanding*, edited by Ralph Preston.¹ Professor Kenworthy briefly described the following aims:

1. To understand and appreciate the likenesses and differences between people and why they act as they do.
2. To understand how cultures develop and change.
3. To understand the increasing interdependence in the modern world.
4. To understand the United States in its world relationships.
5. To understand current world affairs.
6. To acquire skill in communication.
7. To develop specialization, particularly along vocational lines.

"World-mindedness" as a central objective of school programs about international affairs was proposed in the National Education Association's publication of 1948, *Education for International Understanding in American Schools*. Kenworthy has enriched this concept in his 1952 publication, *World Horizons for Teachers*, and in a chapter on "Developing World-Minded Teachers" in the Twenty-fifth Yearbook of the National Council for the Social Studies, *Approaches to an Understanding of World Affairs*.

It is doubtful that "world-mindedness" as an objective of school programs has been taken seriously by many teachers. A fuzzy lack of realism,

¹Ralph Preston, *Teaching World Understanding*, pp. 44-49.

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Education For A World Society Promising Practices Today

**Christian Ottomar Arndt, Samuel
Everett**



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Foundations and Best Practices in Early Childhood Education: History, Theories, and Approaches to Learning (3rd Edition) Lissanna Follari, 2015-05-20 Foundations and Best Practices in Early Childhood Education History Theories and Approaches to Learning 3rd Edition **Harvard**

Educational Review Howard Eugene Wilson, 1952 The Harvard Educational Review is a journal of opinion and research in the field of education Articles are selected edited and published by an editorial board of graduate students at Harvard University The editorial policy does not reflect an official position of the Faculty of Education or any other Harvard faculty Volume 81 Number 2 Summer 2011

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