

selves supported by their parents. Women students in the city of Fukuoka requested to be allowed to attend the men's department in the city instead of commuting to Kurume forty miles away; men students from Kurume made a similar request, and both departments became coeducational. This practice has the approval of the Ministry of Education and has spread throughout the normal schools. Even when the two departments are in the same city, as in Kyoto, the men and women have exercised this privilege and have not only eliminated needless transportation problems but have paved the way for further

consolidation of these institutions among themselves and among other higher institutions into consolidated universities.

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The above summary outlines some of the problems and some of the programs underway in the preparation of teachers. A more complete account of the total teacher education program can be found in Volume I, *Education in the New Japan*, published by General Headquarters, Supreme Commander for the Allied Powers, Civil Information & Education Section, Education Division, Tokyo, May, 1948.

*The Structure and Aims of WOTP*_____

A. MAX CARMICHAEL

This outline of the purposes, make-up, and action to date of the World Organization of the Teaching Profession comes from A. Max Carmichael, an associate professor of education at Ball State Teachers College, Muncie, Indiana. Mr. Carmichael attended the second Delegate Assembly of WOTP in London in July. We regret that space does not allow a greater enlargement here of the history and the promising future of this active, international organization.

WHAT CAN A VOLUNTARY international organization of teachers do to give us a greater assurance of world peace, or to lift the educational level of mankind throughout the world?

Goals—and Attaining Them

These were the questions most frequently asked at the second Delegate Assembly of the World Organization of the Teaching Profession (WOTP) held in London last July. Every reader will instantly see the need for such an

organization. Every person attending the Assembly was certain of the need. Nevertheless, all during the conference one could see that the organization was struggling to find its purpose. Continually the question, "For what purpose is our organization uniquely suited?" was brought to the attention of the delegates.

But it was difficult not only to enumerate purposes, but also to choose methods for attaining them. Surely there is no need to duplicate the United Nations Educational, Scientific, and Cul-

tural Organization (UNESCO). Yet UNESCO is an intergovernmental agency and this factor itself suggests that there are some projects that a voluntary, non-governmental, international association of teachers can best undertake to promote their interests and to foster education throughout the world. True, this organization must cooperate with UNESCO; but UNESCO, during the past year, has given little or no recognition officially to international organizations of teachers.

Boundaries Not Clearly Defined

Furthermore, differences of opinion exist regarding the proper structure of the desired international organization of the teaching profession. For instance, should an international organization admit educational administrators or exclude them? Should the international organization of teachers be tied specifically to international organized labor? Because of different views on these questions some teachers' organizations have so far failed to support WOTP. This lively issue has its emotional facets as well as its more cool, intellectual ones.

Then, too, there is the question of whether we shall organize internationally on each of the school levels—elementary, secondary, and college. Shall each level feel itself to be a distinct kind of a profession with a clear difference of attitude? What can be and should be the bases of cooperation between levels?

Some Long-Range Plans

In the meantime, WOTP has gone forward and it has had some interesting cooperation with the United Nations Organization and with UNESCO. It has taken an active part in the United

Nations Appeal for Children, making up kits and sending them to national members so as to make available all information relevant to this task. It has made available to national, affiliated, and associate members the Newsletter of the United Nations. WOTP has given assistance to the NEA Overseas Teacher-Relief Fund and to a similar program in Canada. In bringing foreign teachers to the United States, the National Education Association has asked WOTP to have its national members nominate the teachers who are to be invited. But still more cooperation should be envisaged. Surely an organization such as WOTP has a part to play in formulating a world charter for teachers, in eradicating illiteracy throughout the world, and in educating children in war-devastated areas.

WOTP decided in its first annual Assembly a year ago in Glasgow to gather information and opinions on the following five fields: (1) interchange of pupils and teachers, (2) international language, (3) extension of literacy, (4) health education, and (5) teaching of social studies and current events. Full and useful interim reports were made on these matters in London. These projects will be continued over the following years. Every teacher is encouraged to present to WOTP his contribution to these topics in the way of bibliography and other materials.

WOTP will gather information about the structure and function of the various teachers' organizations of the world for an interchange among their officials. One entire session of the Assembly was spent in hearing the executives of these organizations tell how they are operating. These officials will

be asked to send in to the headquarters of WOTP descriptions of their work.

But in addition to these purposes, every delegate and observer knew that WOTP existed above all to promote world peace. No other goal was as important as this.

Increase Citizen Responsibility

Delegates were reminded that much effort had been made following World War I to create international understanding and to create respect in the minds of children for other countries and races. Yet war came. The democratic nations, due to their hatred of war, almost allowed themselves to be subjugated. It seemed that the solution lay in increasing the power of every citizen of the world to take an independent part in thinking through the problems that traverse national boundaries. Such was the answer given in the presidential address. Such was the conviction of the delegates. But this would first call for a teaching profession whose members could, themselves, increasingly do this cooperative thinking. WOTP will dedicate itself to implementing this goal.

As for membership in WOTP there were, at the time of the second Delegate Assembly, nineteen national members, about forty affiliated members consisting of various state and regional teacher associations in the United States,

and about 400 associate or individual members.

But who are these people who are promoting this world undertaking, giving freely of their funds, time, and energy? Mention has already been made of the president, William F. Russell, dean of Teachers College, Columbia. F. L. Sack of the Swiss Secondary Teachers Association, re-elected vice-president for a two-year term, is in charge of the committee designated to collect information and ideas about the value of some sort of an international language.

Other members of the executive committee who continue to hold office are O. V. B. Miller, of the Canadian Teachers Federation, and Margaret J. Pringle, of the Educational Institute of Scotland. Both of these were active at Endicott, New York in 1946 in the meetings at which WOTP was born.

Newly elected members of the executive committee are: J. K. Carson, of the Ulster Teachers Union, and Ronald Gould, of the National Union of Teachers of England and Wales (NUT), both the executive secretaries of their respective organizations.

WOTP maintains two offices: one at 1201 Sixteenth Street, N.W., Washington 6, D. C., with William G. Carr as secretary-general; and one at 46-47 Moray Place, Edinburgh 3, Scotland, with A. J. Belford as director.

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