

# Letters from Abroad

Gertrude Hankamp Fitzwater

## International Exchange in Education

☐ This plea for help in enriching the mental diet of, and in cooperating with, educators in foreign countries is made by Chris A. DeYoung, Coordinator for the Panels on Public Education and Teacher Education. On the Commission for Occupied Areas, Mr. DeYoung is at NEA on leave from Illinois State Normal University. It is of interest to the Association membership that for services rendered in the Illinois ASCD visitation-study conferences, Mr. DeYoung was granted an Honorary Life Membership in ASCD. His experience includes four years as school administrator in India and service as educational consultant for the War Department in Germany.—*GHF.*

**DEAR TEACHER IN THE U.S.A.:** This is not a letter from abroad; it is a communication from the United States about letters and teachers from abroad. I have been asked to explain to you briefly the work of the Commission on Occupied Areas, and specifically that of the Panels on Public Education and Teacher Education.

The Commission on Occupied Areas was established in July, 1948, under the auspices of the American Council on Education upon receipt of a grant from the Rockefeller Foundation. The general purpose of the Commission is to develop and strengthen sound approaches to cultural and educational affairs in the occupied countries, stressing particularly the establishment of mutual relations between institutions and organizations in the United States and those in the occupied areas. It is concerned primarily with the promotion of such activities in the educational and cultural fields as will encourage the de-

velopment of democracy in these areas—Austria, Germany, and Japan.

The functions of the Commission include:

- review of program policy in consultation with U. S. government departments and agencies, concerning educational and related activities and policies in the occupied areas
- negotiations with independent organizations for services required to implement educational programs
- assistance in recommending qualified American personnel for overseas service
- stimulation and coordination of voluntary reconstruction aid to supplement government funds
- assistance in arrangements for foreign personnel coming to the United States
- establishment of technical panels to advise military government in special fields as needed
- preparation of reports and recommendations to governmental and nongovernmental agencies directly concerned.

Much of the Commission's work is carried on by a series of panels concerned with the major fields of cultural affairs in the occupied areas. These panels are sponsored in most cases by established organizations, and usually take the form of standing commissions or committees of the sponsoring organizations.

I happen to serve as Coordinator for the Panels on Public Education and Teacher Education. The former was appointed by the National Education Association; the second was appointed by the Council on Cooperation in Teacher Education. The members of the Panel on Public Education are: Warren Seyfert of the Laboratory

School at the University of Chicago, *chairman*; George E. Beauchamp; Harold E. Benjamin; Mildred English; Mary G. Kelty; Allen Y. King; Robert Reid; Virgil Rogers; I. Keith Tyler; Ralph C. Wenrich; and Howard Wilson. The members of the Panel on Teacher Education, omitting overlapping membership, are: Karl W. Bigelow, Teachers College, Columbia University, *chairman*; W. Earl Armstrong; Mrs. Charles Fitzwater; Walter E. Hager; George W. Diemer; and Charles Thompson. The two major interests of these panels are the exchange of persons and of materials.

It is a truism that the best way to send ideals and ideas overseas is to wrap them up in a person. The exchange of human resources is the throbbing heart of the program, with arteries running in all directions. Dozens of teacher-educators from the United States have rendered service "beyond the call of duty" on foreign soil, and countless visitors from overseas are daily crossing the thresholds of our educational institutions.

With the increase in numbers of teachers and students coming to the United States, we must be cautioned against quantitative-itis or elephantism. Each project and the itinerary for each visitor must be tailor-made. A hotel in Wisconsin has on its registration desk this slogan, visible to all registrants: "You are a person—not a number." One of our main functions is to facilitate *personalized* exchanges, which leave some choice to the individual.

In addition to the more expensive procedure of exchanging personnel is the less

costly and more continuous program of exchanging packets, packages, papers, pamphlets, etc. Books as a mental diet are replacing CARE packages of food. The Panels have sent overseas orientation kits for visitors coming here. Many more packets are needed for those *not* coming. It has been suggested that each school in the United States assume the continuing responsibility of sending its school newspaper, its annual and catalog, to one or two specified kindred institutions overseas. What is needed is a perennial procession of precious packages!

New instrumentalities and new techniques are needed in international cooperation between schools. When the great German musician, Beethoven, composed his famous symphonies, he wrote music for instruments not invented at that time. Only when man devised new instruments could Beethoven's majestic music be heard in its fullest grandeur. New means and methods must be found for working together on world problems. No persons have a greater role in meeting this challenge for improved methods than have the teacher and the teacher of teachers. The need for international exchanges in education is *great*, the danger is *greater*, but the opportunity is the *greatest* in the history of our profession.

The occupied countries of Austria, Germany, and Japan are but three of the areas in the world that invite your help and cooperation.

Yours for ASCD, the COA,  
and the WORLD,  
Chris A. DeYoung

## Curriculum Research

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bined efforts of hundreds of teachers, a contribution that will aid in the development of desirable practices in the teaching and testing of arithmetic.

The most important aspect of this 'economy-sized' in-service development program is the two-fold growth of individual

teachers (1) in insight into arithmetic as a science of numbers, and (2) in insight into newer methods and devices for teaching and testing meaning in arithmetic.—*Vincent J. Glennon, assistant professor of education, Syracuse University, Syracuse, New York.*

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