

- (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 In many schools the old two- or three-student desks fastened to floors have been replaced by attractive movable furniture.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

Educational Leadership

teachers and pupils. The various educational service centers are serving as lighthouses of literature and information.

Courses of Study. Distributed at the workshop here is the first course of study prepared in Bremen for Social Studies for all grades from the first to the thirteenth. The other Laender have also prepared or are preparing curricular materials for social studies in the various grades. Revised courses of study are also available in many fields other than social studies.

Pupils and Teachers. Many more pupils are in full-time attendance in schools now than in 1947. The pupils are better dressed and better fed, although many youngsters show effects of the war years.

Several young teachers are in attendance at the international workshop. At least a dozen of the group have been in the United States and bring many new ideas and suggestions which seem well adapted to the German school situation.

Yesterday I attended a meeting in Frankfurt of over 300 students who were briefed for their visits to American universities, colleges, and high schools. As I talked to the student-trainees, coming to the United States under the project sponsored by the American Association of Colleges for Teacher Education and the Institute of International Education, I felt that this group of young Germans could be a powerful leaven by multiplying their ideas and ideals among the children of a new and peaceful Germany.

Matters of the Spirit. Greater than the accumulated impact of improvement in physical factors are matters of

the heart and spirit. The attitude and zeal of the people have improved, especially since the currency reform. Better economic conditions have brought about correspondingly better attitudes on the part of individuals. Hopes for a peaceful world seem to live again in many hearts. The black, red and yellow flag of the old democratic Weimar republic waves quietly in the morning sun of a new day, as the Bonn government leads the way for Germans to live as peaceful citizens in a peaceful world.

A FORWARD LOOK

What will be the situation three years from now in 1953? It is to be hoped that the educational improvements effected in the past years will be multiplied manifold, since great and unmet needs still exist. In the light of a self-survey initiated in the American zone, the forthcoming report of the Survey Commission of specialists from the United States will undoubtedly make many recommendations for further improving education in Germany.

Fruits of a large-scale exchange program of personnel and material will slowly ripen during the coming years. Educational reciprocity will increase. More and more responsibilities will be given to and assumed by the Germans. The German educators, we hope, will become full-fledged members of the World Organization of the Teaching Profession, UNESCO, and other worldwide educational movements. The second half of the twentieth century will, we earnestly hope, produce a better era of human understanding throughout the world. This is the challenge to "Educational Leadership" in America and abroad.

Copyright © 1950 by the Association for Supervision and Curriculum Development. All rights reserved.