

# The Curriculum Commentator

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## Resources for Use in the School's Search for Peace

AT THIS PERIOD in world history when international tension threatens security and freedom, the counter force of education is bringing on every front new zeal to stimulate international cooperation and harmony. These zealous activities take a wide variety of forms. The government has given impetus to an unprecedented wave of educators from other countries who have come to the United States to study all types of educational institutions. Educational missions have brought the combined experience of groups of American educational leaders to bear on problems of countries engaged in fundamental reorganization of their schools. The exchange of teachers and students is being encouraged. Curriculum workers in school systems throughout the Free World have developed curriculum material of merit to use in the guidance of children and youth to higher levels of mutual understanding.

The tensions abroad in the world grow out of differences in political ideologies. Here again, the constructive force of education must be free to study and determine the forces that are causing international misunderstanding and ill will. The teacher eager to contribute to world peace through education must be courageous in examining propaganda, in sifting out facts. In no field is academic freedom more important. No lasting program of international education can be built if the wells of

authentic information are dried up or if ignorance continues to be confused with virtue.

To comment even briefly on the vast quantity of material available in international education is a monumental undertaking. A sampling of material immediately current is all that can be achieved. Any curriculum worker who undertakes the task will find the experience leads to a feeling of profound gratitude that one is privileged to enjoy citizenship in a country in which so many are free to come to grips with controversial issues and speak frankly concerning them.

Every day brings information concerning professional colleagues who have left for educational service in Turkey, Iran, Pakistan or Truk. The educational rehabilitation of underdeveloped areas has become an integral part of our foreign policy.

School people have long recognized that culture, learning and science are already international. The artist, the musician, the scientist is not repudiated because of national origin. Scholars in every field share a common intellectual heritage.

Education has long recognized the international influence of educational leaders. The names of Rousseau, Pestalozzi, Herbart and Froebel are known and valued in American education because they have profoundly influenced our educational development. The

names of Horace Mann, Montessori and John Dewey are known the world over. Every field of learning has international organizations. International student federations, international scholarships attest to the fact that scholarly effort transcends national boundaries.

### Federal Government Publications

Authentic information is a prime requisite for any effective teaching which will lead pupils to an understanding of international relations. The various branches of the United States government make significant material available free or at nominal cost. The publications of the Department of State are particularly important at the present time when our foreign policy is under continuous discussion. For example, Department of State Publication 4210, General Foreign Policy Series 49 was released in May, 1951, under the title: *Mutual Security for the Free World*. The pamphlet is organized with reference to a two-page world map which serves to focus the attention of the reader sharply on the comparisons in man power and resources between the Soviet World and the Free World. The facts are presented clearly and concisely. Such materials are invaluable to teachers and could be read by secondary school pupils. Other 1951 publications are of significance and include *A Global Foreign Policy*, *American Policy Toward China*, *Sixth Quarterly Report on Germany*.

The Advisory Committee on Education of the Economic Cooperation Administration turned to Lewis Paul Todd, Editor, *Social Education*, the official journal of the National Council for the Social Studies, National Education Association, to secure assistance in the preparation of a widely distributed bulletin published under the title: *The Marshall Plan—A Program of Interna-*

*tional Cooperation*, available from E.C.A. Office of Information, Washington, D.C.

The Office of the Secretary of Defense makes available well illustrated pamphlets under the title: *Armed Forces Talk*. Each issue treats one subject. For example, No. 350, *Stop That Rumor!* would be valuable reading for civilians as well as members of the armed forces. The pamphlet answers such questions as: What is rumor? Why do rumors spread? How do rumors start? How fast do rumors travel? How dangerous are rumors? How may the spread of rumors be checked?

### United Nations and UNESCO

Of unusual promise is a new service launched by the Committee on International Relations, National Education Association, called United Nations Education Service for teachers. The service includes a biweekly newsletter containing information on the UN, providing suggestions for teachers, bibliographies of new audio-visual materials, books, pamphlets and conferences, with accounts of successful classroom practices. The service will select and distribute materials, prepare teaching units, reply to inquiries and assist in planning conferences, provide a permanent representative for teachers at UN headquarters. School systems should investigate this service (write to NEA, 1201 Sixteenth St., NW, Washington, D.C.).

United Nations Educational, Scientific and Cultural Organization has a long list of publications available, April, 1951, from International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N. Y. In addition, UNESCO publishes the following periodicals: *Bulletin for Libraries* (monthly); *Copyright Bulletin*; *Impact of Science on Society* (quarterly).

terly); *Museum* (English-French quarterly); *Quarterly Bulletin of Fundamental Education*; *UNESCO Courier* (monthly); *UNESCO Official Bulletin* (bimonthly). Subscriptions may be entered with the International Documents Service previously listed.

### International Cooperation in the Americas

The Pan American Union, Washington, D.C., continues to be an invaluable source of material concerning the other American republics. Twenty-one countries are members of The Organization of American States which has been developed to achieve peace and justice, to promote solidarity, to strengthen collaboration, and to defend their sovereignty, their territorial integrity and their independence. The Pan American Union carries on activities in every field of international cooperation through its departments of international law and organization, economic and social affairs, cultural affairs and administrative service.

In November, 1950, the Division of Education, Department of Cultural Affairs published a bulletin entitled: *Inter-American Cooperation in Vocational Education*. The bulletin shows that a better future for Latin America will necessitate vigorous development of vocational education. An adequate vocational education program in Latin America will increase working efficiency, result in wise utilization of natural resources, increase national income, and thus lay the economic foundation for progress, security and peace.

### Program of Junior Red Cross

The international service of the American Junior Red Cross is well known to school people throughout the nation. *The American Junior Red*

*Cross Handbook* (March, 1950) for adult leaders points to unparalleled opportunities for girls and boys to serve communities at home and in other lands. The mid-century marked 33 years of substantial achievement by Junior Red Cross, which now has a membership of 19,000,000 girls and boys enrolled for service. The international projects constitute a significant field of operation. With the cessation of hostilities in World War II, local chapters began sending educational supplies abroad. Effort was directed to helping rehabilitate schools in war-torn areas. An exchange of art exhibits helped build appreciation of the fact that art is universal, and the desire to express one's feelings esthetically has been shared by people in every culture and at every period in history. In cooperation with the Commission for International Educational Reconstruction, the Junior Red Cross has sponsored visits by teachers to study American education and to see how the Junior Red Cross operates to build international good will.

Teachers who understand that sound education is realistic turn to the rapidly growing wealth of film material. The Educators Progress Service, Randolph, Wisconsin, has published its eleventh annual edition (1951) of *Educators Guide to Free Films* with 2121 titles of which 444 are new in this edition. An impressive list of materials which can be used by teachers in promoting understanding of life in all parts of the world is included. The same source has produced the third annual edition (1951) of the *Educators Guide to Free Slidefilms* which lists 504 titles, 76 more than the previous edition. Many titles provide material on international subjects.

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