

## Each One Reach One

*Jack R. Frymier*

**S**EVERAL years ago an energetic young missionary carried his Bible to the people of a distant land, but when he arrived, he came to realize that they did not know how to read. Undaunted, he tackled the problem of helping these people discover the power and promise of the printed word, and out of his efforts emerged a teaching-learning endeavor which he eventually described as "Each One Teach One."

The "each one teach one" concept was both simple and effective. It capitalized upon the enthusiasm and interests which often develop in intimate, one-to-one relationships. It bypassed the problems of organizational complexity, including hierarchical relationships, concerns for control, and the lethargy which often abounds. In addition, the idea of "each one teach one" in operation always produced a kind of instant feedback which enabled both teacher and student to have available and use precise knowledge about accomplishment and difficulty as a basis for further teaching-learning activities. And the notion worked. People learned to read. Reading began to spread like wildfire.

Our organization might very well utilize the power of the "each one teach one" theme to extend and expand the sphere of influ-

ence of ASCD. The education profession is sorely in need of a unifying group to pull the diverse, divisive forces into some kind of coherent, cohesive team; the profession is coming apart at the seams. Special interest groups have pressed their various positions so forcefully in recent years that the total profession is being dismembered, section by section, and group by group. And all of this at a time when public confidence in education seems to have reached an all-time low.

The problems of our total profession, however, are actually splendid opportunities for those of us in ASCD. If we have the courage and the expertise, perhaps we can seize the chance and act in forthright, intelligent ways. Perhaps we can exert the needed leadership.

We all know that the endeavors of our association and our members are terribly worthwhile. We are dealing with the crucial problems in education today. We are involving persons from all walks of life, inside and outside of the educational field. ASCD cuts across grade levels, subject matter interests, and functional lines. In effect, we are the one professional organization in America that has a chance to mediate and moderate the opposing voices; to bring rationality and

a humanistic way to the educational arena today. But only if we find a way to make a difference. Only if we can reach out and reach more among the millions of persons who are deeply concerned.

### **ASCD Must Grow**

That means, in effect, that ASCD must grow. We need more members, not because numbers are important in and of themselves, but because more members can reach more people, can exert more influence, can make a difference where the difference counts. As a starter, the Executive Council would like to encourage every member of ASCD to undertake an "Each One Reach One" action plan.

We are now 12,000 members strong. If every member of ASCD recruited *one* new member *today*, we would expand our orga-

nizational base to reach more than 24,000 persons—right now! Overnight we might be in a position to coalesce the varied convictions and diverse interests in education into a single voice that could speak forcefully but with compassion and concern for those who live and work and learn in schools.

"Each One Reach One" dare not degenerate into an institutionalized venture. Sending mimeographed letters to all whose name happens to be on a mailing list or in a directory that we have at hand is exactly the wrong thing to do. We must personalize our invitation to membership, individualize our suggestions to join. Only with a personalized approach can we bring into ASCD those persons we know will be able to contribute creatively to and benefit qualitatively from the activities and programs and publications of our association.

Attached to the journal inside the front cover is an application for membership form. Please hand that form *personally* to a colleague or friend whose interests and talents would add to the available human resources we already have in ASCD. People make a difference. If ASCD is to make a difference, we need the most outstanding, intelligent people that we can find a way to involve in the ongoing activities of a professional organization such as ours.

We can get those kinds of people if each person—and that means *you*—reaches out and draws into our group one person who is dedicated to the ideas and ideals of ASCD. "Each One Reach One" can be a tremendous shot in our professional arm. But only if you act. Tear out the card that is attached in the front of the journal, and personally invite one person to become a member of ASCD. Tell that person about ASCD—our belief in ideas, our faith in people, our pluralistic base, our predilection for a people-centered school. "Each One Reach One" depends on *you*. Unless *you* act, we cannot grow. It's up to you.

—JACK R. FRYMIER, *Professor and Chairman, Department of Curriculum and Foundations, The Ohio State University, Columbus; and ASCD President, 1972-73.*

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\* No yearbook issued in 1941.

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