say, "I know, for I have been there and seen these things with my own eyes."

In Conclusion

More than 1,100 teen-agers have had or are now having the experience of a year of American life. The State Department believes in this program and so do the sponsoring agencies, the foster families, the teachers, and the communities that have shared the experience.

The sponsors say they could easily double their quotas. The National Grange director is sure that he could find homes for at least 700. The Department provides transportation, $75 a year clothing allowance, $12 a month spending money, and $20 a month toward maintenance for each teen-ager. We believe that it is money well spent. We hope that the program can be continued and expanded. We look to the high school teachers to continue the good work they are doing in helping and befriending these children of our former enemy to help make them future friends and leaders.

Education for International Understanding

REUBEN R. PALM

How can a large school system best organize a program to improve the international understanding of teachers and of boys and girls in their classrooms? Reuben R. Palm is director, Division of Secondary Education, County of Los Angeles Public Schools, California.

FROM the time of the organization of the Delphic Amphictyony and the Achaean League, federations of independent city states, to the present United Nations, peoples have attempted through political organization to gain increased protection against the likelihood of war. To date none of the many attempts has succeeded to the extent desired. One reason is that the task of maintaining peace is dependent not only upon effective political organization, but also upon adequate international understanding. Up to the present, cultural differences between groups of peoples comprising states or nations have been so great that the degree of understanding necessary in order to maintain adequate international organization for peace has been insufficient.

To achieve the necessary understanding, provision for thorough and extensive education is needed, education which will equip people with the knowledges, skills and concepts which they must have in order to be effective world citizens in addition to being citizens of their own member nations. Education is also needed which will develop on the part of youth and adults an unflagging feeling of necessity and concern for the importance of peace for the future of civilization. At the same time, education must also provide people with the necessary information and

facts to enable them to approach the task of building for peace realistically —and of keeping America strong in every way until world peace is assured.

Cultural diversity may at times be a deterrent to world peace, yet we know also that cultural differences can be utilized to enrich and strengthen the living of mankind and thereby make the world a richer and better place in which to live. Education must help peoples of differing cultures to see what it is that they have in common which when added together is greater than what each has separately. Education must also enable people to see that unity can be achieved without undue loss of diversity. For example, a common language can be the possession of peoples of different cultures, at the same time as language indigenous to each is retained.

Los Angeles Schools Develop International Understanding

In the Los Angeles metropolitan area there is a total population well in excess of four million. Within this total are large numbers of persons of different races and nationalities who have come from all parts of the world and therefore represent many different cultures and value systems. This provides a situation favorable to international education which some areas of our country do not have. Consequently, some of the methods of education which have been developed with success, may not meet with equal success if used elsewhere under different circumstances.

Through Adult Education

The local chapter of the United Nations Association, successor to the former League of Nations Association, engages in active educational work among the middle and leadership classes of adults. Its work consists of sponsoring United Nations study—discussion conferences, neighborhood study groups, radio programs, forum meetings and annual United Nations writing contests for high school youth. It cooperates with the local Council on Unesco in furtherance of its program of educational activities.

Evening high schools sponsor and conduct evening forums which include many programs designed to foster improved international understanding. These forums draw large audiences and over a period of years have reached large numbers of people in all parts of the Los Angeles metropolitan area. Their popularity as well as effectiveness stems from the fact that they are under public school auspices and open to all who wish to attend. As a result of the activities of the local chapter of the United Nations Association, the local Council for Unesco, the many evening high school adult education forums, and the living presence of many representatives of different racial and ethnic groups in the Los Angeles area, increased awareness and understanding of international problems and the many and complex issues which must be resolved in order to have world peace are the possession of a considerable number of adults.

Through In-Service Education

Experiences which children and youth have in schools during the next few years will in considerable measure help to determine whether attempts made thus far at developing interna-

tional organization for the prevention of war, will continue to be made and improved to the point where people will accept and trust such organization as a normal procedure and way of life.

Because no ready-made course of study on international understanding accompanied by appropriate instructional materials was available, and because they realized their own inadequacies as individuals to plan and develop appropriate educational experiences for children and youth in their classes, central curriculum offices in the larger city school systems, and the county superintendent of schools office set up in-service education activities. These activities were designed to heighten the interest of teachers in furthering international understanding as well as to develop understanding of appropriate methods and procedures to use in their own classrooms.

One in-service education activity consists of annual teachers institutes and workshops with institute credit. Included are lectures by authorities on international affairs, exchange teachers and foreign students. Also there are workshops planned by curriculum leaders to acquaint teachers with the aims and purposes of education for international understanding; the nature of instructional materials available or how to develop them; and demonstration of appropriate classroom methods and procedures.

In districts having more than one building, and few districts do not, it is customary in some to have for each building a United Nations or Unesco chairman who makes it a point to keep informed and to participate in all institute and workshop in-service education activities, and also to inform the teachers in his or her own building with regard to appropriate activities and procedures to be used throughout the school in developing international understanding. Responsibilities or activities of such building chairmen include: organization of international understanding faculty study committees; initiating or launching school-wide activities such as Care Programs; international correspondence; initiating plans for UN Week observance; serving as liaison person with departments of the school so each will contribute according to a coordinated and integrated plan; working with the librarian in obtaining and making available to teachers materials suitable for in-service education of the faculty and for use in classrooms with students; and also calling the attention of teachers to institute sessions and adult education forums dealing with problems of world peace and international understanding.

Through Observance of United Nations Week

The local chapter of the United Nations Association annually takes leadership in offering suggestions to civic organizations and the schools for the observance of United Nations Week. In addition to making suggestions direct to the organizations and schools involved, it makes available to central curriculum offices of school districts throughout the Los Angeles area, suggestions and information which can be incorporated into plans for observance of United Nations Week by all schools throughout the system. With such help the curriculum division of one school system (Los Angeles City) developed

the following list of suggestions as being appropriate activities in which to engage in preparation for and observance of United Nations Week:

- Arrange for an exhibit in the library and/or bulletin cases.
- Use experiences of teachers and pupils who have seen war's desolation at first hand as springboard for discussion of need for Unesco efforts.
- Plan with the art department for a poster contest.
- Arrange with public speaking classes for traveling student speakers to talk to social studies classes on topics related to UN—Unesco.
- Discuss with the Unesco Club ways in which they could contribute to UN Week.
- Suggest that teachers of different grades in elementary schools refer to *Developing Human Relations in the Elementary Schools,* for specific ways in which they can contribute to UN Week in the classroom.
- Elementary schools contact Red Cross if they wish to initiate correspendence or some gift project.
- Suggest that members of each department in secondary schools develop specific ways in which they can contribute to UN Week.
- Initiate some Unesco activity, if your principal approves, e.g., a Gift Coupon Project, a Unesco—Care Book Project.

Several World Friendship Clubs of high school students, each with a faculty sponsor, have been formed with common goals and purposes as well as programs of activities. Culminating the activities of the clubs at the end of each year, is an all-day spring conference of World Friendship Clubs in the Los Angeles metropolitan area.

Through Audio-Visual Materials

One of the most effective means of developing international understanding is through use of films, filmstrips, art reproductions and transcriptions or recordings suitable for particular classroom situations. Recognizing this need, one central office curriculum and audio-visual department (Los Angeles County) developed illustrated brochures of audio-visual materials dealing with the aims and ideals of the United Nations, with children of other lands, geographic and ethnic patterns, creative expression, personal relationships, and the UN.

Through Human Relations Project

Ideals, attitudes and conduct essential for international understanding are basically similar to the ideals, attitudes and patterns of behavior characteristic of all good human relations. Recognizing this, several school systems in the Los Angeles area joined together three years ago in the formation of a Human Relations Project in order to share under one leadership one another's problems and experiences, and in order to use and obtain economically outside resource persons noted for their knowledge of human relations.

Classroom Activities Enhance International Understanding

Considerable furtherance of international understanding can be achieved through the various procedures which have been enumerated. Much must also be achieved, however, through programs of regular classroom study and discussion.

Social studies classes in the junior high school study Old World beginnings, particularly from the standpoint of distinguishing characteristics of different groups of peoples and their cultures. In world history at the senior high level, study is made of the main facts with regard to the rise and progress of national states and with that rise the accompanying problem of wars and international misunderstandings.

Though there are many good standard world history materials a committee of teachers of the Los Angeles County Schools with assistance from a representative of the central office curriculum staff prepared a series of five units entitled, *World Citizenship*, in the areas of race, culture, geography, economics and politics. While the units draw on much material from world history, they also incorporate much other pertinent information and materials not generally presented in regular world history textbooks.

In many schools international relations are given special emphasis in the twelfth grade American or senior problems course. Where formerly emphasis was chiefly upon sociology, economics, and government in the United States the course has been expanded to include their operation on an international scale, such as the International Monetary Fund, the International Bank, the International Trade Organization, and the International Telecommunications Union.

In some schools an elective course in world literature has been included for many years in the English offering. However, since the advent of World War II, and of increased interest in world affairs, many schools are giving special attention to the use of literature in all English classes as a means for deepening understanding of human nature as represented among all peoples throughout the world, as well as the problems and factors which motivate their behavior. Correspondence with boys and girls in schools of other lands is a very frequent type of writing activity.

In science classes study is made of the contributions of scientists in other countries to the advancement of human welfare. In many physical science classes an attempt is made to show how destructive atomic warfare could be to humanity, and therefore the need for improvement of international understanding and effective organization for maintaining peace.

Teachers of certain elective subjects also contribute to education for improved international understanding. For example, one city school system (Los Angeles) in one of its bulletins to foreign language teachers, suggests, among several things they can do to further international understanding, the following:

- Because of their unique preparation and educational background, foreign language teachers should welcome the opportunity of assuming the sponsorship of any organization in the school concerned with intercultural relations.
- Foreign language teachers may well take the responsibility of helping to resolve problems which occasionally occur within a school, due to misunderstanding of cultural backgrounds or to language difficulties.
- Help students to recognize the cultural contributions of all groups to our

own culture and to the world in the fields of science, art and architecture, music, language and literature, ideas, customs, traditions.

- Help students to understand the interdependence of the world—social, economic and political.
- Develop awareness of the common humanity which underlies all peoples of the earth, and of the basic needs common to all.
- Emphasize similarities rather than differences among cultural groups.
- Cooperate actively in United Nations Week, Brotherhood Week, etc.
- Sponsor Pan-American Day program, Cinco de Mayo program, Christmas program (Christmas carols in many languages, etc.).
- Sponsor assembly programs and school exhibits.
- Encourage correspondence with individuals or groups in foreign lands.

Space does not permit describing the work being done in many other school classes to further international understanding such as art, music, homemaking and industrial arts. However, numerous examples of such activities might be cited which would show that these subjects are also making valuable contributions. Therefore, every student by the time he or she has completed high school, will have had many opportunities both to deepen and to broaden in understanding and appreciation of international relations.

A Project in International Friendship

DOROTHY J. MIAL

Youths in New York State are participating in the Community Ambassador Project, which is described in this article. Dorothy J. Mial is supervisor in international education, Bureau of Adult Education, New York State Department of Education, Albany.

WHAT can *I* do to help build world peace? A search for an answer to this question led young adults of New York State four years ago to the Community Ambassador Project. The young people were members of the New York State Young Adult Civic Council, initially sponsored by the State Department of Education and supported by local boards of education. The Experiment in International Living of Putney, Vermont, cooperated with council members to give reality to their dream of working for international friendship. This past summer twelve communities—nine in New York State and three in Vermont, Michigan and Connecticut—sent twenty young adults, most of them under twenty-five, to Europe and Latin America, not as tourists but as "community ambassadors" to live for two months as members of families and of communities. With The Experiment in International Living providing the machinery, any community willing to do so can send its own ambassadors abroad next summer. The villages of Van Hornesville and Hastings have not been

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