AN ANALYSIS OF RELATION BETWEEN INTERNATIONAL
COOPERATION AND SECONDARY EDUCATION

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AN ANALYSIS OF RELATION BETWEEN INTERNATIONAL
COOPERATION AND SECONDARY EDUCATION

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By

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CHAPTER I

INTRODUCTION

Statement of the Problem

The problem of this survey, inherent in its title, may be stated as follows: An analysis of the relation between international cooperation and secondary education. In this study an attempt is made to answer the following questions: (1) Can international cooperation be helped through the proper employment of the tool called secondary education? (2) What constitutes such proper employment? (3) What effect, if any, will a sound system of secondary education have upon the objective of world peace, international understanding and good will, and better international, intercultural and interracial relations and friendship?

The Situation—or Importance of the Problem

"Those civilizations whose peoples fail to answer the challenge of changing conditions," says Toynbee, "decline or die."1 That today's world is not the world of our fathers,

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1 Cyril J. Bath, Europe in the Modern Age, p. 22.
not even the world of our adolescence is a truism so obvious as to need no documentation. The statement of the aging Jefferson, made more than a century ago, presses upon the consciousness with increasing significance today:

Laws and institutions must go hand in hand with the progress of the human mind. As that becomes more developed, more enlightened, as new discoveries are made, new truths disclosed, and manners and opinions change with the change of circumstances, institutions must advance also and keep pace with the times. 2

Striking among the changes of the present quarter of a century are the complete shrinkage of the earth's surface in the matter of distance, the discovery and introductory application of atomic and nuclear fission and the imminent and haunting dread of a third and potentially catastrophic world conflict.

The full realization of the first two of these developments together with the elimination of the dread of war depends upon the strengthening of world cooperation. World cooperation in turn depends in a large measure upon the more satisfactory promotion of education and educational progress.

Modern conditions of national interdependence make membership in the world community inescapable. Education should make that membership cooperative and constructive. Education which develops a rational and sympathetic attitude toward other nations and their problems is education of a highly patriotic type. A teacher who finds it advisable to create suspicion and hatred of other nations, as a basis for love of one's own country, is

2 Harold Underwood Faulkner, American Social and Political History, p. 120.
exhibiting a social consciousness which is too narrow for the demands of the twentieth century. . . . Thoughtful persons throughout the world agree in desiring peace, not merely for its own sake, but also because the necessary conditions for human happiness and development can be attained only under a peaceful regime. Deep-seated political, racial, religious and economic controversies now prevent the attainment of international peace. These problems can be adjusted only under conditions of tolerance, fair play and democracy. To develop these attitudes so that they function in international affairs is an important function of education. 3

Since this is a dynamic world and a world in which education must play a vital role either for good or for ill, the problem of this survey may warrant attention.

As has been suggested previously, the present world situation with its emphasis upon belligerency and militarism rather than upon the pronunciamientos of the Prince of Peace is fraught with imminent danger of catastrophe for civilization and mankind. The world, split roughly into two armed camps representing two conflicting economic and political ideologies, finds its statesmen searching for an answer to the problems which puzzle them by resorting to the old and hitherto useless concepts of alliances, balances of power and armaments. The dove of peace seems to flutter helplessly impaled upon the sharp bayonets of eastern and western chauvinism, nationalism and imperialism. This study is no attempt to answer the question as to which of these conflicting ideologies

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3 Educational Policies Commission, quoted in Promoting International Cooperation Thru (sic) Education, A Pamphlet issued by the Committee on International Relations. The National Education Association, p. 32.
is correct in the assumption it has the just right to lead the world into the abyss of another war. Nationalistic patriotism and prejudice would, perhaps, inhibit a clear and impartial analysis which would seek properly to affix the blame or the acclaim for the situation in which the world today wallows. This is simply an attempt to survey the possibilities potential in one phase of education, the secondary school, in preventing or avoiding hostility and in promoting international cooperation, good will and peace.

Why secondary education? Because the adolescent years are often idealistic, emotional, impressionable and plastic years. The period of secondary education is a time of sufficient background and intelligence to understand possible problems and possible answers. At the same time it is not a period yet completely fixed in the chains and shibboleths of convictions, prejudices, folklore, superstition and myth.

There is no time that is more crucial for the establishment of sound interracial and intercultural attitudes than adolescence. What has not been accomplished in the elementary years must be accomplished then if young people of different culture groups are to grow with the spirit of friendliness toward one another. In these years of intellectual and emotional matura-
tion, the mind may more easily grip the logical need for intercultural understanding, but the emotions may not be willing to accept it. Hence both intellectual and emotional approaches must be used in guiding pupil experiences toward this objective. The adolescent is open to influence in either direction. He may become a bigoted, prejudiced member of his racial or national group. Or he may become a friend to all races and nationalities and be ready to contribute what he can to
the development of that world order in which each has recognition and opportunity for self-realization. 4

Thus, the proper method of educating the adolescent or secondary school student has within it the possibility of making a valid contribution to the cause of international cooperation. The study is, for that reason, important.

Delimitations of the Study

The problem of education is intrinsically a local problem. No existing educator or educational institution can do more than suggest educational methods, procedures, and objectives to be applied or achieved outside of the limits of certain, fixed geographical boundaries. For that reason, any effort to set up an educational system for international cooperation beyond the limits of the United States would, perhaps, be presumptuous. It is possible, of course, to observe the practices of other nations, to profit from their experiences and to attempt to avoid their difficulties and failures. Only by suggestion, precept and example, however, can we affect the educational trends and directions of other peoples. This study, therefore, is limited to an examination of procedures which have for their objective the promotion of a sound basis of education for international cooperation.

The study is limited further to the examination of methods of promoting international cooperation here in the United States through the secondary school. The secondary educational system in itself presents a broad and varied field for investigation. Examination of elementary and higher educational efforts to achieve the worthwhile objective of educational international cooperation presents a field of research beyond the confines of this analysis.

This study is limited to (1) an examination of literature and related studies in the field of education for international cooperation; (2) an examination of international agencies in which exist the possibilities and promotion of education for international cooperation; and (3) standards, practices and methods as exemplified or proposed in the secondary educational system of the United States.

Definition of Terms

In order to arrive at a clear understanding of the semantics of this study, it might be well to define simply the terms of the problem: to determine a sound basis for promoting international cooperation through secondary education.

By the term "a sound basis" is meant an acceptable, workable, logical method, one which has some reasonable chance of effectiveness and success.

By the term "international cooperation" is meant, according
to the definition found in Funk and Wagnall's Unabridged Dictionary, "joint action or working together" between nations in regard to their mutual dealings, obligations and right. International cooperation, in short, means the peoples of the various nations working with rather than against each other to assure and insure their mutual welfare, peace and happiness.

The term "secondary education" is impossible of exact definition, because "no one definition will include all the organizations that operate in the conventionalized field of secondary education." Douglass, however, defines secondary education roughly but with some degree of accuracy as:

"... the type or types of training best suited to boys and girls between the approximate ages of twelve and eighteen. ..."

Assembling these definitions, it is found that the purpose of this survey is to determine, if possible, a workable, logical method of promoting joint action among the nations toward their mutual welfare and happiness through the medium, in part, at least, of educating properly those students between the approximate ages of twelve and eighteen or on that educational level which exists between elementary school and college.

5 Fred Engelhardt and Alfred V. Overn, Secondary Education, p. 6.

6 Aubrey A. Douglass, Modern Secondary Education, p. 3.
Sources of Data

The sources of data for this study are general rather than specific. They may be listed as follows: (1) the educational material of such international agencies as the World Federalist, the United Nations and other such comparable groups; (2) the educational material of national groups such as the National Educational Association, the Department of Education of the United States Government, the National Society for the Study of Education and similar organizations; (3) books, periodicals and newspapers; and (4) where possible, personal interviews with authorities on the subject.

Proposed Treatment

In this study it is proposed (1) to examine related literature, studies and practices in the field; (2) to establish certain standards of soundness or criteria (including psychological and sociological needs) as a basis for suggesting definite methods and procedures; (3) to examine existing international and national agencies in relation to their structural and other possibilities of promoting international cooperation through secondary education; (4) to evaluate the methods being used at present; (5) to suggest other and alternative methods; and (6) to arrive at and to present certain conclusions and recommendations.
Related Literature and Studies

Literature in the field of international cooperation may be traced, perhaps, to the first Egyptian water engineer's report recommending unification of districts and areas along the Nile for the purposes of water irrigation. Certainly it goes back to the disciples and apostles of the New Testament quoting Christ as he preached peace on earth and brotherhood among men. The suggestions of Emmanuel Kant, the pious and somewhat hypocritical declarations of Alexander of Russia at the Congress of Vienna in behalf of a Holy Alliance for the purpose of promoting peace and international goodwill, the literature surrounding the various Hague conferences, and the vast and voluminous publications in connection with the formation -- and failure -- of the League of Nations are modern instances in point.

The literature of present-day efforts toward international cooperation is well-nigh inexhaustible. The United Nations organizations, the North Atlantic Pact proponents, the World Federalists, the Union Now advocates and even such bridge experts as Ely Culbertson pour forth their proposals, methods and ideas in a seemingly never-ending stream of words.

Books directly related to the subject of this survey, the promotion of international cooperation through secondary education, are almost unavailable. Most of the material of value bearing directly on the subject under consideration is found in pamphlets released by the various organizations
interested directly in the movement. The more valuable of such works come primarily from: (1) the National Educational Association and particularly from the Committee on International Relations of that organization; (2) the United States Office of Education and particularly the Federal Security Agency of that division; (3) the earlier prototype of the Office of Education, the Bureau of Education of the United States Department of Interior; (4) the various organizations connected unofficially or officially, indirectly or directly with the United Nations, such as the American Association for the United Nations, Incorporated, the Collegiate Council for the United Nations, the college affiliate of The American Association for the United Nations, the Commission to Study the Organization of Peace, United Nations Youth and the Woodrow Wilson Foundation.

Useful, though somewhat antedated, are three pamphlets prepared by the Committee on International Relations of the National Educational Association. The first of these, *Promoting International Cooperation Thru (sic) Education* is a short work which gives the historical background of attempts to educate for world cooperation, defines education for peace, lists the objectives of education for world citizenship, presents the essentials of an effective program, points out the obstacles existing in the way of effective education, and

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7These and other works mentioned in this section will be found listed in complete detail in the appended bibliography.
suggests methods of developing world citizenship. Suggestions for promoting world peace through classroom procedures include the contribution of regular classroom activities, the mention of extracurricular activities, the consideration of non-school agencies interested in world citizenship, the observance of special days, the cultivation of direct friendships, the foundation of peace memorials and a number of miscellaneous teaching suggestions. This excellent and well-prepared little publication is somewhat unconsciously ironic in view of the date of its publication -- June, 1938.

The second NEA pamphlet of value, entitled Organizations Interested in International Relations, published in 1939, lists a number of organizations working for education for world peace together with a brief statement of their purposes and the types of services they offer. These groups range alphabetically from the Academy of Natural Sciences of Philadelphia through the World Youth Congress.

The third NEA pamphlet, Promoting World Goodwill in High Schools and Thru (sic) the Activities of Teachers Organizations bears almost directly upon the problem of this survey. Among other pertinent facts and items of information, the pamphlet contains an overview of the world citizenship programs of forty selected high schools together with their illustrative activities and programs. It also contains a short summary of teacher-professional organization activities in the field of promoting world goodwill.
A longer and more recent publication of the NEA in the field, appearing in 1948, is the volume *Education for International Understanding*. With a foreword by the then United States Representative to the United Nations, Warren R. Austin, the volume, aside from pointing out the challenging necessity for international cooperation and the goal of world-mindedness to be achieved, lists and discusses the ten marks of what it designates as "the world-minded American." A program of planning for the development of international understanding is suggested in considerable detail. Such a program would include the acceptance of the responsibility of the school, the cultivation of changed attitudes and the early development of thinking skills and basic understanding. The book suggests the necessity for faculty planning, community participation, teaching aids and procedures, student participation, teacher initiative and proper administration and supervision. It lists the characteristics of effective planning programs, the description of learning experiences in international understanding and a rather complete bibliography of aids and sources. The work is a valuable addition to the library of any student interested in the subject of international cooperation.

Publications of the Bureau of Education and its successor, the Office of Education, are available in considerable quantities. A number of these bulletins are devoted to surveys of educational standards, practices and achievements in other
countries, among them China, parts of the British Empire, the Irish Free State, Belgium, Jugoslovıa, Austria, Chile, Peru, Costa Rica, Ecuador, El Salvador, Nicaragua, Guatemala, The Dominican Republic, and Haiti. More important for the purposes of this study are the pamphlets issued by the Federal Security Agency of the United States Office of Education, Inter-American Friendship Through the Schools, Inter-American Education Demonstration Centers, and Inter-American Understanding and the Preparation of Teachers.

The first of the above listed publications suggests methods of studying the language and culture of the other Americas and lists types of student activities employed in developing inter-American friendship together with teacher and community education projects for inter-American friendship. The second of the pamphlets is the report of the Inter-American Demonstration Center project held in thirty-one centers in the United States, 1941-1942. This was a method of using the schools in these centers for the cultivation primarily of inter-American friendship, an interesting and worthwhile experiment which was, of course, too expansive to be reported here. The third of these pamphlets, Inter-American Understanding and the Preparation of Teachers, is, in a sense, a combination of the first two. Published in 1946, the pamphlet dealt with the problem of preparing teachers for promoting inter-cultural relations.

Other Federal Security Agency publications of use in
connection with this survey include two pamphlets gaudily bedecked with the flag of the United States and bearing the titles *Hemisphere Solidarity* and *National Unity Through Intercultural Relations*. The ideas suggested by the titles are developed, and methods of teaching through an outline of problems and activities are suggested.

The pamphlet *National Unity Through Intercultural Relations* suggests educational programs for the various levels and in the various core areas from the primary through the secondary school grades.

The publications of the various branches of the American Association for the United Nations are of some assistance. Particularly of interest are *Europe in the Modern Age* by Cyril J. Bath and a brief pamphlet, *The United Nations--A Three-Year Record*, written by Beatrice Pitney Lamb and distributed by the Woodrow Wilson Foundation. Also of interest is Public Law 402 of the 80th Congress, an act entitled "The United States Information and Educational Exchange Act of 1948."

In the field of general secondary education, the works of most value in this study were: *Secondary Education* by Fred Engelhardt and Alfred Victor Overn and *Modern Secondary Education* by Aubrey A. Douglass. The student in the field should also, of course, make use of current periodicals, journals and other instruments of opinion, information and, perhaps, misinformation.
Direct reviews or summaries of related experiments in the field are unavailable. There have been, of course, experiments in the promotion of international cooperation in education. Some of these are described in the literature listed above. Among such studies are Ware's, in which she concludes that the study of international relations is yet within the experimental stage. Bailey in a similar study says that the United States is unique among the nations in having special courses on international relations at the high school level. The Thirty-Sixth Yearbook of the National Society for the Study of Education, *International Understanding Through the Public School Curriculum*, contains an excellent though somewhat antedated study of the subject. Other related studies having significance will be noted in connection with the related topics surveyed in the study.

Literature and studies in the field of international cooperation either directly or indirectly related to education present a vast and interesting opportunity for intellectual speculation and nourishment. The list here presented is merely suggestive and by no means exhaustive.


Summary

In this chapter there have been presented (1) a statement of the problem of the survey; (2) a consideration of the status quo in international cooperation and the importance of improving upon it properly through education; (3) the delimitations of the study; (4) a definition of the terms employed; (5) the proposed treatment to be used in the study; and (6) a brief survey of related literature and studies.

The promotion of international cooperation through an adequate program of secondary education presents a challenge to professional educator and layman alike. The sound standards of such a program and the possible methods which have been or can be employed and their evaluation and worth are subjects worthy of detailed examination. Such examination follows.
CHAPTER II

STANDARDS OF SOUNDNESS IN THE FIELD
OF INTERNATIONAL COOPERATION

In this chapter it is proposed to examine criteria of soundness both for international cooperation and for secondary education as enunciated by the leading authorities in the field and from such sources to establish criteria of soundness for promoting international cooperation through education.

The importance of this objective is implied in the statement of Hutchins:

. . . Since war begins in the minds of men, and since education is supposed to have some effect on the minds of men, the way to prevent war is to do something about education. I suggest that this proposition is sound, that education. . . is the most urgent business before us, and that we show by our actions rather than our speeches that we know that this is so.

When Chancellor Hutchins delivered these words at the inauguration of George D. Stoddard as President of the University of Illinois, he could have had in mind international cooperation. When President Stoddard in reply quoted Andrew S. Draper, he might well have been suggesting criteria or

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1 Robert M. Hutchins, "The Education We Need," Address delivered at the installation of George D. Stoddard as President of the University of Illinois, 1948, quoted in Ferment in Education, p. 31.
standards of soundness for the promotion of such international cooperation through education:

Ideals must be upheld and made attractive: they must be sane ideals which appeal to real men -- and not only to old men, but to young men. There must be no mistaking of dyspepsia for principle... but a rational philosophy of life by which men may live as well as die.

Nor is this all. There must be forehandedness. Some one must be charged with the responsibility of peering into the future and leading forward. New and yet more difficult roads must be broken out. . . . Subtle but fallacious logic -- and a vast deal of it -- must be resisted, greed combatted, conceits punctured, resources augmented, influences enlarged, forces marshaled for practical undertakings, and the whole enterprise made to give a steadily increasing service to the industrial, professional, political, and moral interests of a whole people. 2

Sane ideals, a rational philosophy of life, forehandedness, the elimination of error, and the proper regard for economic, cultural and political interests are criteria so sound as to warrant acceptance. Whether a program can measure up to such criteria is, of course, another and much more difficult matter.

The areas in which international cooperation can be strengthened are the economic, political and social areas. In attempting to establish a program for the promotion of cooperation in these fields, certain questions must be answered and definite standards set.

2 Andrew S. Draper, *Ferment in Education*, p. 5.
In the field of economics, for example, does, as Merriam asks, the program for the promotion of international cooperation through secondary education lend itself readily to the thesis that the free and peaceful exchange and distribution of goods and services among nations is not only desirable but obligatory if the hunger concept (a possible prime factor in the cause of war) is to be diminished and the standards of living of all peoples of the world is to be raised? Does the program prepare the mind for the acceptance of the virtues of free trade and free interchange of patents and scientific knowledge? Does it warn against the inequities and the intolerable practices which sometimes accompany cartel financing and control of production and distribution? Does it educate for the diminution or elimination of economic imperialism? Does it insist that all peoples who will work have the right to exchange that work for bread? Does it point out, in the words of Merriam,\(^3\) that through all competing economic systems there thread certain basic problems: the problem of adequate production of commodities and utilities, the problem of the interchange and intevaluation of human services, the problem of morals and central control and check upon control, the problem of the expert, the broker and the consumer?

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In the field of politics, does the program follow the assumptions or corollaries of democracy, again as enunciated by Merriam? Does the program recognize the essential dignity of man on the principle of fraternity rather than differentiation? Does it follow the Jeffersonian goal of liberty and the perfectibility of man? Is it based on the assumption that society's gains are for society and not for the privileged few? Does it express the inherent belief in popular sovereignty and the provision of effective mechanisms for the voicing and validation of the popular will? Does it accept the possibility of conscious social change through evolution rather than revolution, the doctrines of Sydney and Beatrice Webb rather than those of Lenin and Marx? Does the program further provide for non-interference with the political beliefs of another nation, for the recognition of the fact, for example, that our form of democracy might not appeal to the British nor theirs to us—-or even that the Chinese coolie just might prefer Liu Po-cheng to Chiang Kai-Shek? Does the program preach the avoidance of blind chauvinism and unjustifiable, egotistical nationalism? Does the program cultivate the idea of a practicable world government?

In the broad and limitless area of social philosophy,

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which in itself must also contain economic, political and religious implications, does the program present a satisfactory social mosaic and matrix? Does the program recognize the order of social drives? Does it point out which are the stronger and under what conditions? Does it evaluate the strength of social cooperation as compared to economic cooperation? Does it ask the elimination of racial, religious, nationalistic and economic prejudices? Does it insist upon the free interchange of idea, information and research? Does it recognize the perilous necessity of instilling in the hearts and minds of mankind the deep need for permanent peace?

No program yet devised by man, has, of course, completely satisfied the criteria just enunciated. Any program of education for international cooperation, should, indeed must, strive toward meeting these objectives. For if education does not attempt to teach man (1) to live; and (2) to live with other men, what profit is there in it?

Specific Criteria of Soundness for Secondary Education

Having suggested questions connected with the criteria of soundness for international cooperation, it might be well to connect these principles with the standards of soundness for secondary education.

... Agreement is far from complete as to the specific program which is best for any given
grade level and, indeed, as to specific nature of the total program. As Shotwell says of the whole program for peace, 'the chief obstacle to the peace movement in this country -- and for that matter throughout the world -- is not the obstruction which it meets from militaristic or reactionary elements but its own confusion as to the program to be worked out at any given time.' This confusion applies to the school program as fully as to other aspects of the peace movement.  

It may be pointed out that many authorities in the field of education have presented programs for the realization of educational soundness, each program varying somewhat according to the individual interpretation of each educator. Among the most satisfactory of such educational criteria are those advanced by Kilpatrick:

1. That all the pupils shall live well together.

2. That they shall build a clear understanding of what democracy means.

3. That they shall understand that the one's own freedom is limited by the rights of others.

4. That the pupils shall grow in all the ways good to man.

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5. That the pupils shall learn the desirability of basing group action on group discussion and decision.

6. That the pupil shall learn to act on the basis of thought, not habit, custom or impulse.

7. That the pupil shall strive to live up to the highest insight he can gain.

8. That each group shall come to know and value the cultural contributions of other groups.

9. That the pupils shall learn to understand and appreciate the composite character of the American population and its advantages to our civilization.

10. That the historic basis and rationalization of group prejudice shall be understood.

11. That the pupil shall be briefed on the evidences against racism and racial determinism.

12. That the pupil shall learn the international aspect of inter-group prejudice and its consequent hurt to peace and the world at large.

Still more specifically, the criteria of an adequate program as stated by Hullfish and edited by Kilpatrick may be paraphrased as follows:

1. Does the program orient the pupil in the field of international cooperation in which he must play a part?

That is, does the student know what he is doing?

2. Does the program provide situations which will lead the student to direct his actions toward international cooperation?

3. Does the school set up an environment in which an appreciation of the significance of international cooperation may develop and grow?

4. Does the program provide for the encouragement of independent thinking on the part of the student rather than the manifestation of purblind dependence upon custom, authority or superstition?

5. Does the program inspire the school and all of its constituent parts to recognize the necessity, both sociological and psychological, of international cooperation?

John Dewey in his brief survey of the philosophy of education establishes the following criteria:

1. Is the program necessary?
2. Does it have a social function?
3. Does it have direction?
4. Does it have growth?
5. Does it have preparation and formal discipline?
6. Is it both conservative and progressive -- that is, does it reconstruct experience (conservatism) as a preparation for the future (progressiveness)?

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7. Does it have a democratic basis?
8. Does it have an educational value?

In the language of pedagogy, criteria as enunciated by the Department of Superintendence may be listed as follows:

1. Is the program interesting?
2. Is it understandable?
3. Is it repeated frequently?
4. Is it satisfying?
5. Does it reach all the student body?

These criteria are, perhaps, somewhat easier of measurement than the others listed above. They are also, of course, more general and perhaps less satisfactory.

Dewey more concretely specifies three criteria of good aims of education as follows:

1. Is the program an outgrowth of existing conditions?

That is, is it "based upon a consideration of what is already going on?"

2. Is there flexibility? "An end established externally to the process of action is always rigid."

3. Does the program represent a freeing of activities?

"The doing with the thing, not the thing in isolation is (the) end."

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9 The Improvement of Education, Fifteenth Yearbook of The Department of Superintendence of the National Educational Association, pp. 171-175.
11 Ibid., pp. 121-124.
From the above welter of standards of soundness and criteria, some elision and combination is advisable. Analyzing and recapitulating the criteria advanced above, the following synthesis of the more pertinent criteria may be presented.

A sound program of promoting international cooperation through secondary education should attempt to meet the following standards:

1. It should be democratic.
2. It should be comprehensive.
3. It should touch economic, political and social areas.
4. It should be objective, unemotional, non-discriminatory.
5. It should eliminate prejudice.
6. It should recognize the intrinsic dignity and potential perfectibility of man.
7. It should be evolutionary.
8. It should be flexible.
9. It should be dynamic.
10. It should have direction and discipline.
11. It should provide proper atmosphere and environment.
12. It should be tolerant.
13. It should provide for group discussion and action.
14. It should be predicated upon thought.
15. It should have a proper historical perspective.
16. It should recognize the various human drives and motives.

17. It should have a sociological and psychological basis.

18. It should be interesting to the student.

19. It should be understandable.

20. It should be capable of interpretation by and for all of its participants.

These criteria are meaningless without some explanation and validation. A brief consideration of each of the criteria follows:

1. It should be democratic. That criterion is the one indispensable standard which any sound, acceptable program of education must attempt to reach if it is to receive the countenance and support of our democratic society. Yet the word "democratic" is often meaningless, a sonorous, a platitudinous chant from the mouths of the hypocrites and the intellectually lip lazy. Democracy must mean something more than a Fourth-of-July platitude of some politician or the meaningless meanderings of an editorial writer on a sheet which essentially believes in the sacredness of economic royalty. No better definition of democracy has yet been conceived than Lincoln's "of, by and for the people." What does that phrase mean? It may well be explained in a synthesis of Merriam's The New Democracy and the New Despotism.

Some Assumptions

a. The dignity of man: An assumption of the doctrine of democracy is that of the essential dignity of all men and the importance of protecting and cultivating personality primarily on a fraternal rather than on a differential basis.

b. The perfectibility of mankind: It is assumed that there is a constant trend in human affairs toward the perfectibility of mankind.

c. Mass gains and the many: Democracy assumes that the gains of commonwealths are essentially mass gains and should be diffused through the mass by whom they were created as rapidly as possible.

d. The consent of the governed: The next assumption is the desirability of popular control in the last analysis over basic questions of policy and direction, with recognized procedures for the formulation of such controls and their execution.

e. Consciously directed and peaceful social change: The next assumption is that confidence is the possibility of conscious social change, accomplished normally by consent rather than violence.

Validation of Democratic Assumptions

a. Indeed, the more the nominally superior are uncertain as to their actual superiority, the more arrogantly they may emphasize the external evidences of their nominal superiority. The aristocratic spirit tends in general to:

1. Overemphasize the significance of differentials in the pattern of social organization.

2. Regard the differentials once established as permanent in nature—transmissible, hereditary, or even purchasable.

3. Resist changes in the social and political rules that alter the meaning of types of differentials—as in the case of wealth, birth, social standing, education or other indices.

b. The perfectibility of mankind:
1. The development of science and the practical application of its results to mankind.

2. The fullest possible development of education and guidance facilities.

3. Insistence upon the highest standards of human living possible in a given stage of development.

c. Mass gains and the many. It is important to consider:
   1. Whether higher levels of education are possible.
   2. Whether higher levels of housing are possible.
   3. Whether higher levels of medical care are possible.

2. It should be comprehensive. As the bull-voice Barkley bellowed with utter sincerity before accepting a political party's nomination for the vice-presidency in the summer of 1948, "When the Declaration of Independence said '. . . all men are created equal. . .' Jefferson meant that 'all' men should be given an equal opportunity. That word 'all' meant 'all', not some, but 'all.'" A sound program should, therefore, extend its embraces and benefits to all, not just to the Mexican kindergarten or the rich preparatory school, not just to North Texas State College and Harvard but to all students everywhere.

3. It should touch economic, political and social areas. That word "touch" is not strong enough. The word should be "embrace" or "enfold." That is one trouble with our educational system today. There is too much "touching" and not enough "participating." Obviously international cooperation must include getting along harmoniously in governmental,
economic and social areas. A program of education to be worthwhile must include these areas.

4. and 5. It should be objective, unemotional, non-discriminatory. It should eliminate prejudice through the presentation of a program which is scientific, open-minded and unbiased. The feeling that it is perfect simply because it is mine must have a stronger basis than that belief. Flag waving, breast beating, chauvinism, hatred, suspicion, superstition and myth should be eliminated.

6. It should recognize the intrinsic dignity and potential perfectibility of mankind. As Merriam has suggested, these mean fraternity and human progress in all phases of endeavor.

7, 8 and 9. It should be evolutionary, flexible, dynamic. That is, the program should not be static, rigid, reactionary. For example, historians have discovered from long experience that the full application of the balance-of-power concept leads inevitably to war. Educators in general agree. Yet today's educational systems throughout the world fall meekly in line without a whimper of protest and give full acclaim to present mechanisms designed primarily for a continuation of that age-old and fallacious concept, the pact and the balance of power. A sound program for peace must be capable of change, strong change and for the betterment of mankind.

10. It should have direction and discipline. The
program must know where it is going and why. It must also require work. Meaningless and aimless pantomimes and shows, programs based on game and not reality are good for newspaper publicity. They are not much good for achieving peace.

11-20. These criteria are part of the standardized formal educational doctrinaire and dogma and, hence, do not here require further elaboration.

Summary

In this chapter the philosophies of leading authorities in the fields of international cooperation and secondary education have been reviewed and considered. From their philosophy, theses and ideology have emerged criteria of soundness for the promotion of international cooperation through secondary education. Those criteria have been enumerated and, where necessary, explained. If those criteria are possible of consummation, a people enlightened in the field of international cooperation through the successful realization of such standards can ultimately, perhaps even immediately, achieve the magnificent goals of international cooperation, democracy and peace.

In the words of McGrath,

The high school then clearly represents a response to the desire of the American people for more education for the common man. . . . The high school represents the view that an enlightened people can regulate their political and social destinies more wisely than an unenlightened people. This institution is the concrete
embodiment of the democratic principle that an educated people live more richly, realize their own potentialities more fully, and make a greater contribution to the general social good than do those of limited education. Furthermore, . . . the schools have now become the means of helping to lower social and economic barriers. For it is the function of the schools not merely to provide a steadying influence in society but to raise the social, intellectual and economic life of millions of citizens as well, indeed to elevate whole segments of the body politic by making education universally accessible and free. 12

12 Earl J. McGrath and others, Toward General Education, pp. 2-3.
CHAPTER III

POSSIBLE WAYS OF APPROACHING INTERNATIONAL COOPERATION THROUGH EDUCATION

It is proposed in this chapter to list and explain methods and techniques, both general and specific, of promoting international cooperation through education.

The criteria of soundness for an educational program which has for its objective the promotion of international cooperation were listed in Chapter II as follows: the program should be (1) democratic; (2) comprehensive; (3) concerned with economic, political and social areas; (4) objective; (5) unprejudiced; (6) cognizant of the dignity and perfectibility of man; (7) evolutionary; (8) flexible; (9) dynamic; (10) characterized by direction and discipline; (11) surrounded by the proper atmosphere and environment; (12) tolerant; (13) permissive of group discussion and action; (14) thoughtful; (15) provided with the proper historical perspective; (16) acquainted with the various human drives and motives; (17) sociologically and psychologically sound; (18) interesting; (19) understandable; and (20) capable of interpretation.

With these criteria in mind, general methods and plans and specific approaches to the problem of educating through
the secondary schools for international cooperation may be considered.

General Methods and Plans Suggested

General methods and plans for the promotion of international cooperation through the secondary schools include the suggestions of: (1) separate courses in international relations; (2) use of the social sciences; (3) extra-curricular activities; and (4) integration with every subject in the curriculum.

Courses in international relations.—Many educators are of the opinion that international relations should be organized as a separate course. Such courses are of value if properly conducted and if they do not neglect the salient truth that international good will cannot arbitrarily be classified, separated and placed in individual little cardboard containers like a carton of eggs.

In at least thirteen states and twenty-three cities, courses in international relations have been added to the curriculum. Among these cities is Fort Worth, Texas. Other well-known courses are the Kansas state course and the Los Angeles city course. Such courses, however, are still in

Promoting International Cooperation Thru (sic) Education, a pamphlet issued by the Committee on International Relations, The National Education Association, p. 10.
the experimental stage and have by no means been perfected, according to Edith Ware. 2

Special courses, if employed, should subscribe to the tenets of the criteria as elaborated in the second chapter of this study. Otherwise they are of little value.

Courses in international relations may cover many topics and areas. Among those suggested are studies of the failures and successes of diplomacy, contributions and achievements of our world neighbors, the nature of economic, social and political interdependency, the fallacy of racial determinism and hundreds of others.

The social sciences—As is pointed out in the pamphlet, Promoting International Cooperation Thru (sic) Education,

Of all regular subjects in the school curriculum, the social sciences lend themselves most fully to the teaching of world citizenship. Thru (sic) the wholesome interpretation of history, through the teaching of geography in its relation to human affairs, through the analysis of political and economic problems, teachers of social study classes have unexcelled opportunities -- and commensurate responsibilities -- for the cultivation of world-mindedness and good will. 3

International cooperation fits well into the mosaic of the social studies. In fact, one of the chief objectives of those subjects would be teaching humanity to live together

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2 Edith Ware, The Study of International Relations in the United States, pp. 143-149, as quoted in Promoting International Cooperation Thru (sic) Education, p. 10.

3 Promoting International Cooperation Thru (sic) Education, a pamphlet issued by the Committee on International Relations, The National Education Association, p. 11.
in better accord. The negatives of such subjects are more easily described than are the affirmatives. The historian, for example, is failing to do a good job of teaching for international cooperation when he maintains that in foreign relations the United States has always been right, or that Uncle Sam is always Uncle Sucker, or that we have been doing all the giving and none of the receiving. Upon such egotism is built the mind receptive to the propaganda of war.

**Extra-curricular activities.**—Many opportunities for the promotion of better understanding of the child's world neighbors are offered by extra-curricular programs. More attention will be devoted to this method in discussing specific approaches. Here, however, may be mentioned such activities as participation in fetes, carnivals and celebrations; the formation of international correspondence and similar clubs; music; art; literature and language approaches; the discussion and representation of world citizenship in debating, dramatics, travel clubs, stamp clubs and other similar activities. The complete value of such activities has been questioned. They can, however, if properly managed, do little harm and may have inherent within them the possibilities of developing better cooperation. With extra-curricular, as with other activities,

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4 *Promoting International Cooperation Thru (sic) Education*, a pamphlet issued by the Committee on International Relations, The National Education Association, p. 11.
efforts toward the realization of the objectives of sound criteria should be maintained.

Integration.--Integration with the complete curriculum is, perhaps, the best general approach to the solution of the problem of developing international cooperation. "Intercultural education is not to be regarded as an extra subject to which to devote twenty minutes a day or an assembly or two during the term." 5

Every teacher should, if she thinks that peace is important, feel free to seize any classroom opportunity as an occasion for the promotion of good will. Opportunities "arise in every classroom, in the pursuit of any subject, for the development of attitudes of mutual appreciation and understanding." 6

In language arts, foreign words, customs and ideals can be interpolated. In the social studies opportunities for cooperative discussion are manifold. In art and music, a comparison of the benefits of intercultural heritages can often be beneficial. The study of foreign languages may show the student that the influence of the peoples of other nations upon our culture is great. In home economics, menus, textiles,


and designs from abroad can be used. In sports the distance running ability of the Finns, the aquatic prowess of the Japanese, the boxing triumphs of the Negro point to the fallacy of the belief that any one people have a monopoly upon physical achievements.

These are but random and superficial suggestions. The inventive teacher can add scores of others in every field of the curriculum. Education for international cooperation, if it is to achieve satisfactory results, if it is to meet sound and established criteria, must be approached from every angle and used at every turn.

Specific Methods and Approaches

Specific approaches to the problem of promoting international cooperation through education may be classified for the purposes of convenience in presentation as: (1) classwork and (2) extra-curricular activities.

Classwork includes: (a) the cultivation of wholesome character traits in all classes; (b) the improvement of the cooperative learning process in classes such as international relations, history, geography, the fine arts, and other subjects; (3) the development of the ability to analyze propaganda; and (4) the preparation, analysis and cultivation of specific ideas and subject matter.

By the cultivation of wholesome character traits is meant the encouragement of feelings and attitudes which are
indispensable to world good will, such traits as respect for the rights and property of others, friendliness, self-control, courtesy, fair play, appreciativeness for the service of others and unselfishness. More specifically, the child should be taught to avoid the use of offensive nicknames for others, to recognize the worth and contributions to his well-being made by other peoples, to avoid the cynical suspicions and distrust which seem to be an inevitable part of the make-up kit of the world's diplomats and publicists today. He should learn that other peoples have rights, traditions and cultures which are in many respects equal and perhaps even superior (lese majesty!) to our own. Furthermore, he should learn to realize that the actions and maneuvers of other peoples which may appear suspicious and inimical to us might be founded upon fear rather than hatred and upon the inexorable necessities of reality rather than upon the optimistic hopes of some American radio commentator.

The improvement of the international cooperative learning process in specific classes presents many facets and many opportunities. In special international relations classes, studies of the work, goals and objectives of such organizations as the United Nations and its various auxiliaries,

Promoting International Cooperation Thru (sic) Education, a pamphlet issued by the Committee on International Relations, National Education Association of the United States, p. 13.
the World Federalists, the Union Now advocates, and other similar groups are appropriate. International relations classes may consider detailed studies of international problems and possible methods of solving them. Current developments and the proper reactions to them may receive attention. Much other material will suggest itself to the informed and alert teacher.

The proper study of history offers a magnificent opportunity for the cultivation of wholesome international co-operative ideals and practices. "There is probably no subject studied in the public schools which exerts a stronger influence on world citizenship habits and attitudes of pupils than history." Among other things, the proper teaching of history should conform to the following pattern: (1) an emphasis upon the heroes of peace -- teaching for a colorful and dynamic peace; (2) attention to the achievements of the non-military; (3) picturing the horrors as well as the glories of war; (4) teaching the true results of war -- the fact that in the ultimate analysis there is no victor in war; (5) the development of a perspective and sense of proportion; (6) striving toward a universal culture of decency; (7) a demonstration of the growing interdependence of the world; (8) an analysis of the problems engendered by international

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8 Promoting International Cooperation Thru (sic) Education, a pamphlet issued by the Committee on International Relations, National Education Association of the United States, p. 13.
relationships; (9) an exhibition of objectivity and generosity toward past and potential enemies.  

In geography, the emphasis as far as international cooperation is concerned should be upon the relation of man to his environment. Differences in customs, habits and actions often have a geographical basis. Geography should show the amazing recent diminution of distance and its corollary, the increasing interdependence of nations. 

In literature and the fine arts, if we know what we owe to the English, the Czechs, the Italians, the Russians and all other peoples, the soil should be better prepared for the fertilization of the seeds of international friendship. 

Other subjects may also be used to promote international cooperation. Foreign languages, for example, should help to bridge the abyss of narrow, purblind isolationism. Science knows no national frontiers. Mathematics, the universal language of numbers, would be a pale and colorless skill if it were not for the contributions of the Arabs and the Greeks. In other courses, also, opportunities for the promotion of international good will exist. 

In these classes as well as in extra-school reading and audition the cultivation of the ability to weigh and evaluate propaganda is a prime essential to the development of international friendship, an essential which some observer claim

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9 Ibid., p. 13.  
10 Ibid., pp. 15-18.
is sadly neglected in the American educational structure. The ability to recognize propaganda must also be accompanied by the development of character, the avoidance of the temptation to master propaganda for the mental subjugation of the gullible and for the individual's own private selfish aggrandizement. The ability to separate truth from distortion must unfortunately also be applied to our own as well as to other channels of propaganda and misinformation.

In addition to the above suggestions, many other classroom ideas, attitudes and subject materials may be used. As a fragmentary and partial list, the following may be suggested: (1) learning about the continued threat of war and the best ways of minimizing that threat; (2) learning to want peace with liberty and justice; (3) learning that nothing in human nature makes war inevitable; (4) learning about mankind's ways of living and ways of making a living; (5) learning the realities of world politics; (6) learning about international economic cooperation; (7) learning about human sensitivity; (8) acquiring interests and skills in world affairs; acting to promote peace with liberty and justice.

These courses and this subject matter should be connected with reality and should attempt to meet the proper

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11 Education for International Understanding in American Schools, a pamphlet issued by the National Educational Association, pp. 122-216.
criteria for the promotion of international cooperation through education.

Extra-curricular approaches include clubs, student government bodies, assemblies, school publications, community organizations, Bible schools, the observance of special days, the cultivation of direct friendships through such devices as international houses, teacher and student exchanges and peace memorials, and finally the promotion of community participation.

School club work provides within itself a complete and special field of investigation. Mention has been made of such organizations as travel, dramatic, debating, language, stamp, science, art and music which motivate student interest beyond local and national boundaries. An example of such club activities is found in the Pan-American Student Forum which first was organized in Dallas, Texas, in 1927 and which by 1940 had chapters in fifty-seven cities in nine states. The objective of this high school group as stated in the preamble of its constitution is "... to live and work together in a spirit of peace, good will and concord. . ." 12

other bodies offers practical experience in cooperation and in settling differences by reason and arbitration rather than by force and thus provides a training basis for more active and better participation in larger and adult groups.

Assemblies furnish opportunities to promote tolerance, understanding, democracy and good will. Especially through the use, where possible, of speakers from other lands presenting more than one angle of opinion and through such devices as the cinema, music, stories, dramatic skits, pageants and debates, the ideas, cultures and beliefs of other can be brought to the attention of the student body with a colorful and possibly worthwhile appeal.

School publications can help to reform and crystallize student opinions as the world press does with a wider society of readers and with much more emphasis upon international cooperation than upon international dissonance.

In connection with community organizations, it should be the responsibility and the privilege of the secondary school to assist in every way possible in developing now quiescent or latent interests and possibilities. Through supplying speakers, programs, information about world co-operative work and other such devices, the schools can make their presence felt in the promotion of international cooperation through such agencies as the Boy Scouts, Girl Scouts, Camp Fire Girls, Y. M. C. A. and Y. W. C. A., luncheon clubs
such as Rotary, Kiwanis, Lions and Optimists, the American Legion and other veterans' organizations, the Red Cross, Four-H and Future Farmers clubs, women's clubs, parent-teacher associations, civic federations, and Town Hall meetings.

Vacation Bible Schools with their emphasis upon the program of the Prince of Peace can be used in filling the interim between school terms for cultivating world friendship and good will.

The observance of special days is another approach which can be used to stimulate interest in international cooperation on the part of secondary school students. Such days as Pan-American Day or Pan-American Week, World Good Will Day, Canadian-American Day and Memorial and Armistice Days can be used to forward the ideals of world cooperation.

The cultivation of direct friendships through such approaches as international correspondence, international houses, student and teacher exchange, and peace memorials, though not directly connected with many secondary school students, is fraught with tremendous possibilities for future development. Unfortunately, a program of student-teacher exchange between the two nations which need it most, Russia and the United States, is at present impossible of consummation. It is to be hoped that in the immediate future

\[13\] Promoting International Cooperation thru (sic) Education, a pamphlet issued by the National Educational Association of the United States, p. 19.
artificial barriers of suspicion and fear will be eliminated and exchange of both teachers and students facilitated.

Finally, the promotion of community participation, at least in part, through the schools is an indispensable ingredient of world friendship.

Certainly the commitment of school system to a policy directed to this end is mandatory. . . . but that is not enough. . . . Social welfare organizations and churches may undertake coordinated study of the community itself with a view to determining those similarities and differences which exist and which are factors in the promotion or discouragement of world-mindedness. In one community, for example, an extensive survey of the health, occupational, educational, recreational and housing status of a large minority group was carried on by an agency connected with the welfare of this group. Data from the survey were utilized by health agencies, the community social welfare agencies and the city-planning commission. . . . also the findings were utilized in the school social problems class. The steps taken bear upon community improvement, but stop short of the program necessary in aiding the community and school to promote the development of world-mindedness. The school has a major responsibility to assist in relating such data and activities to similar and different situations elsewhere and to make every effort to aid the divergent interests in the community to arrive at common understandings and purposes. 14

Among steps in which the school might join with the community aside from the club activities suggested above are the development of data relative to different groups within the community, the preparation of a program of analysis and social interpretation, and the expansion of

14 Ibid., p. 20.
such interests and data beyond the frontiers of the community. In this development the secondary school's responsibility is to initiate, coordinate and relate. In such relationships is the possibility of school-community coordination in an effort to meet the criteria which lead to international cooperation.

Summary

In this chapter some of the general and specific approaches advanced for use in the secondary schools in an effort to achieve international cooperation are suggested and briefly explained. Among the general approaches are courses in international relations, courses in social sciences, extra-curricular activities and integration throughout the curriculum. Among the specific approaches are the classwork and extra-curricular activities. Considered in classwork are the cultivation of wholesome character traits in all classes, specific activities in specific classes, the analysis of propaganda and the suggestion of ideas and subject matter which might be employed. Extra-curricular approaches include clubs, student government bodies, assemblies, school publications, community organizations, Bible schools, the observance of special days, the cultivation of direct friendships and the promotion of community cooperation. In each of these approaches the criteria of educational soundness should be incorporated and met.
In this chapter there has been a listing of methods which might be employed. In the succeeding chapter an examination and evaluation of those methods in operation or at work will follow together with a consideration and evaluation of the work along education lines of some out-of-school international organizations the aim of which is the promotion of international good will and peace.
CHAPTER IV

METHODS IN PRACTICE—AN EXAMINATION

It is proposed in this chapter to examine and criticize some of the approaches to international cooperation through education as practiced both in the schools and in other and international organizations.

Specific Methods of Specific Schools

In accordance with the criteria listed in Chapter II, it is the basic responsibility of the schools to change attitudes, to develop thinking skills and to foster basic understandings.

The success of any program of education for international understanding is measured by the extent to which students acquire such attitudes and knowledge, and exercise such ability in thinking as are requisite to the possession of the marks of a world-minded American. 1

The marks of the world-minded American as suggested in the third chapter of this survey include learning of the threats of war, wanting a world of liberty and peace with justice for all, knowing that war is not inevitable believing

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1 Education for International Understanding in American Schools, a pamphlet issued by the National Education Association of the United States, p. 84.
that education can be made a powerful force for the achievement of international understanding and good will, recognizing the catholicity of human wants and aspirations, realizing that unlimited national sovereignty poses a threat to peace, knowing that technology, if properly applied, may solve the problem of economic security, developing a deep concern for all humanity, having a continuing interest in world affairs and working toward the making of a peaceful world in which liberty and justice are assured for all.\footnote{Education for International Understanding in American Schools, a pamphlet issued by the National Education Association of the United States, pp. 12-13.}

Together with the criteria for education enunciated in Chapter II, these marks of world citizenship constitute a vital problem and a terrible challenge.

What has humanity, what have our secondary schools done toward solving that problem and meeting that challenge? Complete regard for the eternal verities compels the answer -- "not much."

Some attempts, however, have been made toward the achievement of international cooperation through education. It is proposed here briefly to examine some of the specific cases of secondary schools assuming such responsibilities and to mention some of the international organizations working toward such goals. The cases and organizations here considered are typical and, fortunately, by no means exhaust the
imposing, as well as lengthy, list of the outstanding achievements, of the attempts and of the possibilities.

Specific Cases

In Oak Ridge, Tennessee, a fitting site for such an experiment, the high school pupils have formed a Youth Council on the Atomic Crisis.\textsuperscript{3} Having become acquainted with the dangers explicit in atomic war, the students discussed methods of prevention. Methods developed by the students included the development of a background of knowledge through acquaintance with peace treaties, the United Nations and possible world governments, the chemistry and physics of applied atomic power, the techniques of speech and secretarial skill. With these and other skills and information materials, they wrote and sent letters to thousands of acquaintances and to members of the government. They mailed copies of their school papers concerning their atomic findings to over 8,000 schools. They made ten radio broadcasts and went on speaking tours to ten states. They engaged in many other activities. There is no way of measuring the outcome and result of such activities. It does not take much thought, however, to see what the spreading of even a part of this Oak Ridge High School zeal for peace and knowledge to every secondary school in the United States would do for the cause of world peace. Surely projects such as this are as

\textsuperscript{3}"Power for Peace," \textit{United Nations Youth} (1948), p. 3.
fascinating and almost as important as the coronation of the school queen or winning the traditional Thanksgiving football game.

In the Tenafly, New Jersey, high school, physics and problems of democracy classes followed the Oak Ridge example in discussing the best method of controlling atomic energy.

In Boulder, Colorado, the Board of Education appropriated $3,000 to promote the understanding of UNESCO among schools and community. Teachers and pupils attended conferences on the work of UNESCO and the promotion of international consciousness. Internationally known speakers were brought to Boulder. Students and teachers were sent to UNESCO conferences in Mexico City and San Francisco. Activities and programs initiated by students ensued. Eventually, the community formed a city-wide organization on UNESCO. If UNESCO is an organization worthwhile in the development of international cooperation—and the world's distinguished philosophers, scientists and statesmen agree that it is—an expansion of the Boulder project throughout the educational communities of the United States would also be worthwhile. If the Dallas Eagles or Fort Worth Panthers succeed in winning the Texas League pennant, it is an acceptable and easily followed custom to raise the equivalent of the cost

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4 Education for International Understanding in American Schools, a pamphlet issued by the National Education Association of the United States, p. 148.
of the Boulder project as a pennant fund to reward those stalwart professional athletes for their expenditure of energy. If the coach of the Denton high school Bronchos succeeds in taking his basketball team to the state interscholastic League meet, that laudable educational accomplishment of the coach is often rewarded with the gift of a new Ford automobile. It is a crying commentary upon the failure of the American educational system to come to grips with reality that the raising of funds for an expansion of the Boulder project in an attempt to win world peace would be much more difficult of accomplishment.

In the Los Angeles county schools the "World Citizenship Committee" has prepared and is now putting into operation a secondary-school social studies unit on the United Nations and the search for peace. The unit discussed the evils of nationalism and the balance-of-power concept, the necessity from the standpoint of self-protection for a better device than that of balance of power, a study of the United Nations Charter as an attempt to provide a procedure superior to the balance-of-power concept, and an acquaintance with such behavior patterns as the recognition and attempted expansion of the worthwhile achievements of this nation, the necessity for joint action and the opportunities for peace to be found in the United Nations Charter. Since this is a

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recently developed program, its progress is as yet undetermined. It has, however, within it the possibilities of good.

In an Ithaca, New York, high school, a similar unit upon the United Nations -- its purposes, organization and charter -- is being employed.

In Waterloo, Iowa, children have developed correspondence projects, gift box projects, and money-giving projects for children of other lands. Similar programs have been introduced in such schools as Paw Paw, Michigan, the George Washington School of Philadelphia, the McKinley High School of Honolulu, the Oshkosh High School of Wisconsin, and many others. 6

In workshop programs developed for the promotion of inter-American understanding, the Webster Grove, Missouri, plan of visitation was worked out as follows. The director and his team visited classrooms for from twenty minutes to an hour for each classroom carrying appropriate books and materials. In assembly programs, geographical, historical and customary relationships were described and discussed. Faculty groups discussed units of work, intercultural situations, books and bibliographies. 7 The program was typical,


in part, of many such inter-American workshop practices. While somewhat superficial, at least such programs are a start toward the satisfaction of sound criteria.

Under the direction of Rochel David-DuBois and others, more than fifty junior and senior high schools in the metropolitan areas of New York, Philadelphia, San Francisco and Washington, D. C., conceived as their main objective during one school year the development of better attitudes among the various culture groups. Motivation was furnished, usually through assembly programs. The organizational period for each culture group was from a month to six weeks. Some schools organized their programs around the calendar. It was found that the most valuable methods and techniques of approach were "the cumulative effect of a battery of experiences." Two assemblies a month, social situations such, for example, as teas and receptions, programs, dramatic skits and similar approaches were employed.

Clubs in the John Harris High School of Harrisburg, Pennsylvania, corresponded with pupils of other nations, made puppets, gave puppet shows, learned folk dances, had Christmas cards with Latin American themes, sponsored a school fiesta, participated in a quiz program and presented programs on the cookery of Mexico, the Guadalupe Day Fiesta,

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the various Christmas customs in Mexico and other Latin American countries and various exhibitions. 9

There are other cases and examples of similar work. Many states, communities, national educational organizations and individuals are giving conscientious and devoted attention to this serious problem. Measurements of the outcomes of such projects either because of their relatively recent development or because of the tenuous nature of the objectives, in that they deal with that mercurial quantity, human nature in its connection with peace, are difficult. Criticism and evaluation of such efforts will, however, be considered in another part of this study.

Approaches to the Problem of Promoting International Cooperation as Practiced by International and National Organizations

In addition to the work of the local schools and communities, international and national organizations devote some attention to the problem of promoting international cooperation through education.

The most important of such organizations, perhaps, is the United Nations and particularly its divisions, the United Nations' Educational, Scientific and Cultural Organization and the United Nations' Commission on Human Rights. The General Assembly of the United Nations in 1947

unanimously passed a resolution calling upon the member states to provide in their schools effective teaching about the United Nations. How well the nations of the earth have responded to that call is highly conjectural. It may be observed, however, that it has been comparatively easy to secure a satisfactory appropriation from the Congress of the United States for the publication of much educational material on the dangers of communism. Presumably, the supreme Russian Soviet has not frowned upon budgetary allowances for counter-propaganda on the dangers of democratic capitalism. Yet neither of these two great national powers has exhausted its financial resources in preparing and submitting educational material on the dangers of war—and the virtues of international decency.

For high school students, United Nations' Youth, sponsored by the American Association for the United Nations, Inc., was organized in 1925. Its purposes are to prepare the members to be well-informed and useful citizens, to help maintain the peace, to develop a spirit of international cooperation and understanding and to give all possible aid to young people in other countries. Among the educational procedures of United Nations' Youth are meetings for the discussion of the problems of the United Nations and its member

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10 *Education for International Understanding in American Schools*, a pamphlet issued by the National Education Association in the United States, p. xi.
states, the production of student radio programs, the promotion of international good will through the collection of food and other supplies for needy youth in other countries, the sponsoring of school programs upon the basic tenets of internationalism, the conducting of correspondence with youth in other countries, the publishing of a monthly page in the senior group's magazine, *The Changing World*, and the scheduling of social events. This group has received the endorsement and support of such world-minded citizens as Milton S. Eisenhower, Chairman of UNESCO, Herbert H. Lehman, former Director-General of UNRRA, Trygve Lie, Secretary-General of the League of Nations, and Mrs. Franklin D. Roosevelt, Chairman of the United Nations' Commission on Human Rights. The membership of this organization is, unfortunately, not large enough nor is knowledge of its activities sufficiently known. An expansion of its membership and support might begin to be a cure for the problem of promoting international cooperation through secondary education.

The United Nations itself has encouraged education for international cooperation wherever possible. In addition to the call for teaching about the United Nations, that body's conference on information in 1948 drew up conventions on international treaties covering the gathering and international transmission of news, the right of correction of false news and definitions of specific rights delineating freedom of
information. It may be observed, however, that these agreements often have been honored more in the breach than in the performance.

The Human Rights Commission of the United Nations in its promotion of international human rights has drawn up declarations in many essentials similar to the American Bill of Rights. Included in these rights are such social welfare clauses as the right to work, to social security and to complete education.

In 1948, the United States Congress passed a bill entitled "The United States Information and Educational Exchange Act." This act set up an information service, the so-called "Voice of America" for foreign countries, an educational exchange service very nebulously defined, and suggested that the objectives of the United States in the United Nations be emphasized. It did not, however, do much about promoting international cooperation through education in the United States.

The American Association for the United Nations, the junior group which has been described, believes that the

11 Ibid.
12 In this connection, it may be observed that many Texas localities of more than 5,000 population do not have negro high schools.
14 See page 9.
United Nations should be the cornerstone of the foreign policy of the United States and suggests education through the presentation of discussion material, publications, research, speakers' bureaus, program planning, publicity, visual aids and teacher-student services. The organization has excellent objectives and a good program. It is not widely known or supported.

Several organizations and agencies have tried to eliminate prejudice and inimical statements from textbooks and other educational material. "Particularly important has been the work of the Carnegie Endowment for International Peace and the Pan-American Union." 15

The World Federalists, the Union Now advocates and other such organizations have placed some emphasis upon education through the secondary schools. Their programs are in many educational respects similar to those already considered and therefore do not need elaboration here.

National organizations, particularly educational organizations such as the National Educational Association and governmental agencies such as the Federal Security Agency of the U. S. Office of Education have often suggested programs for the promotion of international cooperation through

15 Promoting International Cooperation Thru (Sic) Education, a pamphlet issued by the Committee on International Relations, National Education Association of the United States, p. 15.
education. Their work is among the most valuable of any of
the groups and repeated reference has been made to it in
this survey.

Organizations such as children's organizations, civic
clubs, study clubs, luncheon groups, city federations, farm
organizations and political parties occasionally undertake
the promotion of education for international cooperation.
Thus far such efforts have been spasmodic and their effective-
ness impossible of measurement.

Summary

In this chapter there have been presented, first, an ex-
amination of some specific methods of promoting education
for international cooperation among the secondary schools,
the specific cases including Oak Ridge, Tennessee; Tenafly,
New Jersey; Boulder, Colorado; Los Angeles, California;
Ithaca, New York; Waterloo, Iowa, and Webster Grove, Missouri.
Second, an examination of the work of various organizations,
national and international, including the United Nations,
UNESCO, the United Nations Commission on Human Rights, the
United Nations' Youth, the Carnegie Foundation for Inter-
national Peace, the World Federalists, the United States
Government, various educational associations and other
groups has been made. These programs and efforts by and large
subscribe to the criteria of soundness as enunciated in the
second chapter of this survey. How successful and efficacious
is that subscription will form part of the contents of the concluding chapter which is to follow immediately.
CHAPTER V

RECOMMENDATIONS, EVALUATIONS AND CONCLUSIONS,
AND SUMMARY

It is proposed in this chapter (1) to make certain recommendations, (2) to criticize and evaluate educational programs for the promotion of international cooperation as they have been suggested and practiced, and (3) to summarize the study.

Recommendations

Departing from the ideology and theory of peace and international cooperation through secondary education, certain definite recommendations may be made, first, toward the achievement of a better program of secondary education for international cooperation and, second, for further research projects in the field.

The programs for the promotion of international cooperation through secondary education as suggested in this survey attempt, on the whole satisfactorily, to meet the criteria of cooperative and educational soundness. The fault, by and large, lies not in the program but in the failure to accept and support the program. The following suggestions may, therefore, be made:
(1) A program spread thinly through a few or even through one hundred isolated schools is not sufficient. Education is a universal problem. International cooperation is a universal problem. Peace is a universal necessity. A program to achieve international cooperation and peace through education must have universal appeal and application. So far the programs herein surveyed have not exhibited such appeal or received such application. It may be pointed out again, however, that a beginning at least has been made, and the beginning is a necessary part of any endeavor.

(2) A program with faulty financial support suffers a severe handicap. Programs for promotion of international cooperation have not received sufficient community, state legislative and congressional financial support. Our communities spend more on chewing gum than on international cooperation. Our states spend more on stadia than on the stabilizing influence of international good will. Our Congress spends more on pigs than on peace.

(3) Educational authorities themselves, though paying much more attention to the problem than does the average layman, have not yet become completely cognizant of its tremendous seriousness and importance. The fact that such programs are not part of the curriculum and thought of every secondary school system is evidence that the educator should pay more attention to peace. If he does not and if the world
does not provide such attention, there exists the possibility that he will not longer be able to work in the world as an educator, because there may be no world to educate.

In the more localized field of educational research, this survey of the nature of promoting international cooperation through education is a fragmentary and tenuous beginning. Other such potential subjects will suggest themselves to the interested student. A similar survey might, for example, be made of the present status of education for international cooperation in the elementary school or in the college or in certain specified geographic areas such as the state of Texas. A comparison should be made of the relative efficacies of the various approaches to and methods of assisting the learning process. Which, for example, has more appeal for the secondary school pupil in learning about and becoming interested in international cooperation, assembly programs or the observance of special days; correspondence clubs or carnivals; social studies or the integrated curriculum? Again, what are the proper methods of developing a good educational public relations program in the field of international cooperation? Have such programs been attempted? Have they been successful? Why or why not?

These are but suggestive recommendations for further research in the field. There exists no more fascinating and philosophically proper area for investigation and thought.
It is to be hoped that such investigation and thought occurs because through it must mankind eventually build for himself a palace of peace.

Evaluations and Conclusions

Certain criteria of soundness for the promotion of international cooperation through education were enunciated in the second chapter of this survey. These criteria, some twenty of them, ranged from the requirement of the recognition and observance of a democratic basis to the demand that the program be capable of interpretation. In an effort to meet these criteria and to realize the objective of international good will through education, methods and techniques were suggested and then applied in specific cases and, generally, through a suggestion of the work of out-of-school international and national governmental and private organizations. The problem, in short, was the elimination of international discord through the medium of secondary education. The answer, or the cure, was the suggestion and application of a number of techniques, methods, devices and approaches ranging from the cultivation of worthwhile character traits through international relations classes, social studies and an integrated curriculum to the educational work of such international groups as the United Nations.

How successful has been that answer, how successful the cure? Frankness compels the answer that though the
program does, on the whole, conscientiously and determinedly attempt to follow the criteria of soundness, the successful consummation of the program has not yet reached a complete degree of realization.

Cyril Bahr in summarizing Bertrand Russell's prophetic and yet pessimistic essay, "The Coming Creed Wars," says that Russell contended twenty years ago that the decline of the British Empire (forced by the exigencies of trade to become a liberal empire) would be accompanied by a decline in tolerance and the rise of two great spheres of inimical world interests, those of the United States and of Russia. ¹ Those empires, Russell continued, would lack the urge toward tolerance and understanding and as a result wars would follow over such creed words as "communism" and "democracy," with neither side "sufficiently informed regarding the other to comprehend the fairly large areas of agreement based on common human needs that did exist behind the angry and ill-defined words."² The United Nations, Russell thought, held scant hope. With that forlorn yet devastating predicate, many of the world's leaders, particularly those of military inclinations, prepare feverishly for war because "... they

¹ Cyril J. Bahr, Europe in the Modern Age, a pamphlet issued by the American Association for the United Nations, pp. 8-19.

² Ibid., p. 19.
believe that human nature, being what it is, there can, indeed, be little hope of any alternative.\textsuperscript{3}

"Down this grim road," in the magnificent words of Bath, "lies disaster." Education based on the assumption of the inevitability of war must prepare the mind to accept war. Education, in view of the approaching threatened cataclysmic catastrophe to civilization, must be an education for peace.

Therefore, the techniques, methods, devices, approaches, programs and organizations examined in this survey, imperfect, limited, and faulty though they are, must nevertheless be supported, encouraged and expanded, simply because any other alternative leads to results too terrible for the sane to contemplate, much less to endure.

The programs suggested in this survey are faulty. Though they try, they do not fulfill all of the expected criteria. They are insufficiently supported. Some of them are haphazard. Many are spasmodic. Some are hypocritical. Some are too spectacular, pantomimic and superficial. Some give only lip-service to the cause of international cooperation. None receives sufficient financial and popular support. Each of these criticisms is valid and true.

The same criticisms, however, could be made with equal

\textsuperscript{3}Ibid., p. 19.
weight of the stumbling men who walked with the lowly Nazarene on the shores of Galilee. The present great influence of the Christian religion was not envisioned by many people at the time of that religion's beginning. Its popular support was scanty; its financial resources were nil. Its subsequent history was accompanied by wrong. Yet it has become an enduring institution for good.

Equally faulty stumbling and immature are the efforts of the early advocates of international cooperation through education. Yet the importance of their success is as great as was the importance of the success of those primitive disciples who chose Peter as the first Bishop of Rome, for their efforts are directed toward the consummation of peace and peace and brotherly love are the basic tenets of education for a decent and enduring Christian society.

Summary

This study has been a survey of the methods of promoting international cooperation through education. In the survey the problem was stated as the determination of a sound basis for promoting international cooperation through secondary education. The problem was defined and delimited, its scope and sources of data listed and the available studies and literature in the field briefly summarized. The criteria of soundness in international cooperation and in secondary education as advanced by leading authorities were examined,
combined and synthesized. With these criteria in mind, an examination was made of various general and specific approaches, methods, techniques, devices, materials, and subject matter which might be employed in secondary education in an effort to meet those criteria. These methods and materials, after having been described, were examined as practiced in certain specific localities and schools. The work of international and national organizations in the field was briefly summarized. The criteria, methods and practices both of the specific groups and of the general organizations were evaluated and criticized in an effort to determine whether or not they answered the criteria, whether or not they solved the problem of promoting international cooperation through education. Finally, certain recommendations were made.

The problem of international cooperation is one of the most serious problems which confront humanity today. It must be solved if humanity is to endure. The methods of solution examined in this study are the first halting steps on the road which leads eventually to peace. It is to be hoped that the steps be strengthened and accelerated so that through education mankind will arrive soon at the destination of a better, more cooperative, more peaceful world.
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