

EDUCATION FOR INTERNATIONAL UNDERSTANDING

A PROPOSAL ADDRESSED TO
THE 1947 GENERAL CONFERENCE OF UNESCO

In the New York Times of August 11, 1946, Dr. Alexander Meiklejohn proposed that UNESCO establish an international institute for adults. Such plan without question could contribute to international understanding.

As I read Dr. Meiklejohn's forceful article, I became aware, however, that certain resources for promoting international understanding were omitted—those resources represented by the child generation. Hitler taught us so well that in children and youth lies plastic human material which can be molded into desired forms. While educating adults, should we not at the same time educate those ages at which emotions, attitudes, and goals are taking root?

It should be possible to devise some plan by which children and youth around the world could learn to live in cross-national situations with understanding. The program should afford direct, not second-hand, experiences. The mere learning of more and more facts about many countries would not suffice.

The following is a proposal for such a plan. It is not important that it be accepted in all details. Concrete suggestions have been made for clarity, and may be looked upon as tentative.

The need for educating for international understanding is so great that we must not become discouraged by the magnitude, complexity, or newness of the task. Difficulties should be seen as problems to be solved. The immediacy of the need should stimulate us to go forward.

I am grateful to those colleagues in the social sciences who have been willing to discuss various aspects of this program and who thus have contributed to its formulation.

Doris Twitchell-Allen, Ph.D.
Consulting Psychologist at the
Children's Hospital, Children's
Convalescent Home, and Longview
State Hospital, Cincinnati, Ohio
April, 1947

EDUCATION FOR INTERNATIONAL UNDERSTANDING: A PROPOSAL FOR EDUCATING THE CHILD GENERATION

SUMMARY

This is a proposal for a continuous program in cross-national living. Children, their parents, and their teachers will learn by doing—by living in cross-national relationships.

For many, these relationships would be experienced in their own communities, e. g., through correspondence, the exchange of art and craft objects of their own making, and through the exchange of merchandise or materials, according to the needs of the respective countries. In addition, these cross-national relationships would be experienced through the mass media of radio, movie, and press.

For a limited, but increasing, number of individuals, these cross-national relationships would be experienced by attendance at a Child-Youth Center. Children and youth, parents, and teachers would assemble at the Center for a three-month period. The program is presented in five divisions. The success of each depends upon its continuous interaction with the other divisions, and its integration with the whole. The five divisions are:

1. A Child-Youth International Center for children and youth of different countries. Through constructing, operating, and governing this Center, child and youth delegates could demonstrate the possibilities for understanding in cross-national situations.
2. An Extension Program, radiating from the Child-Youth Center, to educate millions of children and youth around the world for international understanding. Use of the mass media of radio, movie, and press would be important in this program. Faculty from the Child-Youth Center could serve three months of the year in their own coun-

tries as regional supervisors of the Extension Program in local schools.

3. A Teachers' International Institute located at the Child-Youth Center where teachers from different countries might learn the possibilities for international understanding—since teachers significantly influence the child generation.
4. A Parents' International Institute located at the Child-Youth Center where parents from different countries could likewise learn the possibilities for cross-national understanding—since parents deeply influence the child generation.
5. A Research Institute at the Child-Youth International Center for the study of group and individual behavior in cross-national situations.

A program in the field of human motives is not so easy to plan as an academic program for factual learning. In recent years, however, we have learned new techniques for studying individual and group dynamics. We are ready, with the collaboration of different specialists, to undertake a program for international understanding.

This program is not for war orphans or any other special group, although any such group might participate in it. It is for *all* children and youth. It is not to correct or to ameliorate the suffering caused by the last war; it is a plan to help obviate the need for another war. It is not temporary; it is a long-time plan. It is not a proposal for a private enterprise of one individual or one group. This is a proposal made to governments as a feasible international undertaking. Specifically, it is addressed to UNESCO for consideration at its General Conference.

OUTLINE OF THE PROPOSAL

A. Purpose

The purpose is to educate children and youth for international understanding. This is to be accomplished by promoting a sense of belonging to one world, a sense of common goals, of common rights and responsibilities, a respect for differences, and an acceptance of self as a basis for accepting all men.

B. Organization

To this end, the following five-divisional program has been formulated: a Child-Youth International Center, an Extension Program, a Teachers' International Institute, a Parents' International Institute, and an International Research Institute. Each division should maintain continuous interaction with the others and be integrated into the whole.

These divisions would be staffed by a Faculty which would be international and represent various fields of the social and biological sciences: psychology, anthropology, sociology, pedagogics, philology, psychiatry, pediatrics, and pediatric nursing. The Faculty would be divided into five parts, corresponding to the five program divisions. Except for a small administrative staff in each division, Faculty members could belong to more than one division. This would contribute to the integration of the total plan.

A year might be divided into the following schedule. The first month could be devoted to study at the Center by the total Faculty in preparation for the year's work. During the next three months, three programs could run concomitantly at the Center: the Child-Youth Program, the Teachers' Institute, and the Parents' Institute. At the termination of this semester, after the departure of the child-youth, parent, and teacher delegates from the Center, the Research Faculty could conduct a half-month study period for the total faculty. At this time results of the first semester could be weighed and plans made for the next period.

This assessment period could be followed by a three-month term at the Center for a new group of child-youth, parent, and teacher delegates. This, like the first semester, should be followed by a half-month study period in which results could be weighed by the total Faculty. Again such study should be under the leadership of the Research staff.

At the close of this Faculty study, all but certain administrative staff members could return to their own countries and serve as supervisors in a three-month term of the Extension Program. This could be followed by a month's vacation.

By a schedule such as this, two three-month sessions for child-youth, parent, and teacher delegates could be conducted each

year. Such schedule would permit one three-month period of Extension Program each year. The use of the same Faculty for the programs at the Center and in the field would reduce the size of staff needed to conduct the total plan.

1. Child-Youth International Center

Need: Many means could be used to achieve realization of the purpose stated above, but none seems to take the place of face-to-face, everyday, *living* contacts of children and youth with their contemporaries of many countries. For adequate international understanding direct contacts should be made possible, not with just one other culture as in exchange of students but with a variety of other cultures. Furthermore, such contacts need to be so guided that desirable interpersonal relations result. Service men and women in some cases returned from cross-national contacts less sympathetic than before. No one was at hand to guide them to understand differences.

Age: These experiences should reach children and youth of early ages. That is the time when attitudes and deep emotional patterns take root.

Delegates could be as young as the respective cultures would care to send and might reach upward to the age of 20 years. Even seven-year-olds could gain concepts of one world, common goals, rights, responsibilities, respect, and acceptance. At first, however, 10 or 12 might represent minimum, and 16 or 18 maximum ages. Countries might send delegates of younger ages if their parents accompanied them and attended the Parents' Institute. From the point of view of plasticity of attitudes, the program should reach as many children at the lower ages as possible.

Sex: Both sexes should be represented.

Number of Delegates: The Child-Youth International Center should start with a small number of delegates and with not too great diversity of cultures in any one semester. Ten to 20 delegates from any one country, and 5 different countries might represent the maximum numbers at the start. As the faculty became acquainted with the dynamics of cross-national situations, number of delegates and number of countries represented at one time could be changed in accordance with findings.

Selection of Delegates: The method undoubtedly would differ from country to country. Since not all children and youth would desire to participate in such international activity, some form of application blank might be used. Progressive selection could be made from these by educators and other specialists at the local, provincial, and national levels. Delegates' expenses should be borne by school or other group to insure that selection not be made on the basis of ability to pay.

Length of Stay: It is difficult to predict the optimal period. The precedents of the eight-week summer camp period in the United States and the six-week International Boy Scout Jamboree indicate that adjustments can be made in a short term. A three-month semester is suggested. This would obviate emotional strain that might result from a longer period away from home. It also would permit a faster turnover of delegates than would be possible with a longer term.

Site: The Program might be conceived in terms of one Child-Youth International Center or a group of Centers, perhaps one in each of five geographical regions. The program might eventually expand to include one Child-Youth International Center in every country. A start might wisely be made by opening one Center. However, the possibility of expanding to a program of multiple Centers should be kept in mind. Location in small villages would seem desirable, providing health conditions be adequate. The purpose is not to offer experience in adapting to large cities. Realization of the goals requires simplicity and spaciousness of environment combined with adequate health conditions. Sweden, Switzerland, Denmark, Belgium, Southern France, Luxembourg, Australia, Brazil, Argentine, Florida, Texas, and the outskirts of Lima and Manila have been suggested with health factors in mind.

Language: Language adjustments could not be predicted. The child and youth delegates might discover ways not thought of by adults for breaking down language barriers. For immediate daily activities, a common language would not be needed for adequate communication, according to reports of a director of Boy Scout International Jamborees. For sharing the subtleties of ideas and emotions verbal communication would be needed. Language specialists on the Faculty could be available to respond

**CHILD-YOUTH
CENTER**

to requests for aid from the children and youth. Furthermore, these specialists, working closely with the Research Faculty could assume responsibility for observing, recording, and interpreting factors critical in communication in cross-national situations. Thus they could participate with the youth and children in working out solutions to language problems.

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Faculty: The Faculty would be international. The Faculty of the Child-Youth Center could be one of five divisional Faculties corresponding to the five divisions of the total program. Some members of this division could serve also on the Faculty of one or more other divisions. This would facilitate integration of the total plan. Faculty members, except an administrative core, could serve two three-month terms at the Center and one three-month term in the Extension Program in their own countries, with half-month organization periods between terms. One month could be taken as vacation away from the Center. One month could be used at the Center for preparation of Faculty at the beginning of each year.

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Program: The objectives probably could best be realized by first meeting the daily needs at the Center, needs for shelter, food, health, recreation, and government. Delegates could participate in constructing the Center. Although basic shelter would have to be available in advance, some opportunities for construction might be left for the delegates. Even building shelves, tables, and benches, and sandpapering, and painting can be vital experiences under the guidance of creative teachers. Delegates could aid in the planning and preparation of foods for this international group—again under the supervision of creative teachers. Health and recreation could similarly become fields of basic experiences. The care of the Center, indoors and out of doors, could be shared by Faculty and delegates. The governing of the Center could also be shared. Delegates could experience the right of individuals to discuss, and vote on, requisite action. They could experience the need for sharing responsibility in carrying out such action. In fact, individuals of different nationalities working side by side over a period of months constructing, operating, and governing the Center could gain an awareness of one Center, common goals, common rights and responsibilities, and acceptance of new persons and groups.

Although at first education might be directed toward understanding cross-national living at the Center, it gradually could become directed toward understanding cross-national living in the world, with common goals, rights, and responsibilities. Teachers, chosen because of their superior ability, could lead the child and youth delegates into parallel concepts at the world level. Consideration of shelter, food, health, and recreation at the Center could lead to a study of these human areas of activity in different parts of the world. These needs could be understood as common to all men. The meeting of these needs by different people could be understood as man's adaptation to different physical and human surroundings.

These four human needs for food, shelter, health, and recreation admittedly do not constitute the gamut of man's requirements. They, however, involve ideas and sentiments less controversial than some other needs, e.g. religion, family organization, and government. Although these suggested areas of consideration would inevitably lead to questions involving other aspects of living, they appear to offer a more neutral starting point than some others and have the advantage of pertaining to the immediate and daily needs of the delegates at the Center. Government would also be an immediate and daily need, but its consideration at the world level might have to come later. Experience week by week would have to point the way for answering this and many other questions of program and organization.

Creative activities in the fields of painting, drawing, sculpture, ceramics, dancing, crafts, and photography could all be useful media by which to approach the goals. Activities in science could be important. Acquaintance with the flora and fauna at the Center could serve as a basis for comparative studies upon return to the delegates' own countries. The same could be said for geological and astronomical studies. Under the right leadership, appreciation of the oneness of Man and Nature could open the mind to the oneness of man and man. Not all these media would be used in any one term. Achievement in the direction of the goals of the total program might even stand in inverse relation to the number of media used in any term. It would be important for Faculty to be aware of the variety of possibilities. It would be equally important for them to recognize that one, two, or three meaningful experiences could be more lasting than a mass of superficial activities.

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future work

**CHILD-YOUTH
PROGRAM**

- ✓ Personal growth in the acceptance of self is an intrinsic goal of the Child-Youth Program. To achieve this goal, guidance and counseling for individuals and groups should be provided. Opportunities should be available for the resolution of personal and group conflicts as they arise. Today several approaches in this field are available and specialists representing these might well be members of the Faculty. The facilities of psychoanalysis, of non-directive therapy, and of psychodrama and other projective techniques could be a vital part of the program of the Center. Acceptance of this goal of inner personal growth would influence the over-all nature of the program. The program should not be a schedule of unrelated activities. It should provide basic experiences and ample time for their assimilation. It should include reflection.

2. The Extension Program

- ✓ Need: This would meet two needs in the program for international understanding. First, it would provide for the continuation of cross-national experiences for the delegates to the Child-Youth Center after they had returned home. Such continuation would reinforce the efforts at the Center and thereby permit a shorter period at the Center. This would allow faster turnover of child-youth delegates.

- ✓ Second, through a program in local schools it could reach millions of children and youth around the world who would never attend a session at the Center.

Age: Seven to 20 years of age would be appropriate for this program in some cultures. In others, youth would leave school under the age of 20 and could be reached only through activities outside of the regular school program. Possibilities for such activities could be considered and undertaken as a later step.

Sex: Both sexes should be included.

- ✓ Number of Children and Youth: All children and youth around the world should eventually be reached. Actually, many would remain outside the program because of lack of schools and the media of mass communication. UNESCO already, however, is considering possibilities for universal literacy and global communication. The Extension Program could start with the present facilities and gradually expand toward the goal.

Length of Program Period: Three months a year might constitute the length of the intensive program in the local schools. This would permit regional supervision in their own countries by members of the Faculty of the Child-Youth International Center who would leave the Center and work in the field for this length of time. Outgrowths from this concentrated program could be maintained by teachers in local schools throughout the year.

**EXTENSION
PROGRAM**

Language: Translations of sound tracks into several languages could be made for the movies of different countries. This already has been found satisfactory in movies made by the United States Department of State for showing in different countries. Translations would also be necessary in radio and press communication. Translation is used in many areas of cross-national activities all the time. The problems met in this educational program because of language differences should not be insurmountable.

Faculty: Members would be indigenous to the respective countries. Supervisors would be drawn from the Faculty of the Child-Youth International Center. This would contribute to the integration of the total plan, would be less expensive than a second full-time faculty, and would give opportunity for four months in their native countries, three at work on the Extension Program and one as annual vacation.

Program: Experiences in the Extension Program might well parallel those at the Center. Content might relate to human behavior around the world based on the common needs for food, shelter, health, and recreation. Program should be set up to meet the requisites of first-hand experience, of emotional and attitudinal learning, and of learning at early ages and continuously thereafter. The media of radio, movie, and press could be used as far as facilities permitted. Other forms of communication would be available, for example, personal correspondence from country to country between individuals and schools, and cross-national exhibits of art, crafts, photography, compositions, poems, and books. World outline maps sent from country to country for children to add paintings of their own crops might not lead to important art but might represent one means of relatively direct cross-national contacts.

3. Teachers' International Institute

The Need: Upon the world's teachers will rest to a large extent the task of educating the children and youth for international understanding. A program of world-wide education should therefore provide for the training of teachers for this special task. A Teachers' International Institute could be established for this purpose. Delegates upon return from an Institute course might become candidates for positions as assistants to the regional supervisors of the Extension Program. Beyond this, as the group of teachers trained for this aspect of education increased, the Extension Program in the local schools could become more effective.

Number of Delegates: The number should be relatively small at first and be increased as fast as the Faculty should become ready to accept them. Perhaps the members should at first be limited to 10 from each of 10 nations. Until more data are available this limiting of number of represented countries at any one time might be desirable. Gradually, from the Research Staff, information would become available regarding the optimal representation of differences at any one time. Until such reports were available a conservative program could be pursued.

Selection of Delegates: Personal applications of those interested to attend the Institute might constitute the initial list from which progressive selection could be made by education leaders from the local school district, the province, and the nation. Members of the Child-Youth International Center Faculty might serve on the final Selection Committees of their own countries. Applicants not accepted for one session might re-apply for subsequent sessions. Expenses should be borne by proper authorities—in part or in whole—to insure that selection would not be based upon economic status.

Length of Program Period: An Institute term of three months would permit two sessions a year. These could coincide with the two terms for child-youth delegates. A session as short as three months would permit a faster turnover than would otherwise be possible.

Language: The three official languages of the United Nations, Chinese, English, and French, might be adopted here. Or, per-

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haps preferably, the group of each session could decide on its own language plan, to be worked out with the Faculty language specialists. Language study should be made available to delegates.

Faculty: Members could constitute one of five Divisions of the General Faculty. Except for an administrative core they might serve on one or more of the other Faculty Divisions. This would contribute to a close integration of the five parts of the total plan.

Program: This should provide first-hand contacts with teachers of other countries. Teachers themselves should meet the frustrations arising from barriers to understanding. Within themselves, they should experience the process of gradual dominance of common goals over differences. For adequate assimilation of such experiences, the facilities of individual and group counseling should be available to teacher delegates.

Concomitantly in the Institute program, delegates should engage in creative study under different social scientists. Using the Child-Youth division as a laboratory school, teacher delegates should progress from supervised observation to units of practice teaching, and to an independent experimental piece of work. The latter would necessarily cover a short time span. Even though as short a project as supervising three discussion groups, or a youth assembly on "Food Habits in Cross-National Groups," the chosen problem could stem from personal convictions regarding some basic theoretical question. Given delegates eager to learn and faculty chosen for superiority as teachers, such studies could lead to creative work by these delegates upon return to their own countries.

4. Parents' International Institute

Need: An enlightened group of parents, who appreciated the need of, and possibilities for, international understanding among children and youth would be requisite to the success of the Extension Program. Parent delegates from different nations who had lived and studied together at an Institute could serve as a leavening element among parents in their own countries. Through study groups with teachers and other leaders, parents gradually could become a contributing force in the Extension Program.

**PARENTS'
INSTITUTE**

Since parents deeply influence the child generation, it becomes important to work for their understanding of cross-national relationships. Experience indicates that they could be reached more effectively through affiliation with the Child-Youth program than through an adult-centered program.

Sex: Either or both parents should be accepted.

Number of Delegates: As with the other divisions, small numbers should be accepted at first, with the expectation of expansion in accordance with results obtained. One or both parents from ten families from each of five countries might be a conservative starting point.

Selection of Delegates: Personal application of those interested and final selection by educator and parent representatives at the local, provincial, and national levels might be the most satisfactory means of selection. Expenses should be paid by proper authorities to insure that selection would not be based on ability to pay. Preference might be given to those whose children could be accepted as child-youth delegates.

Length of Stay: Three months might be optimal and should coincide with the terms for child-youth and teacher delegates.

Site: The Institute would be located at the Child-Youth International Center. Parents might be housed separately from the children to permit greater independence of response to the program. But housing should permit daily visits between parents and children.

Language: Parent delegates might adopt one or more languages to be used officially. Different solutions to language barriers might be adopted by different groups from term to term. Faculty specialists should be available to work with them on adaptations to language differences. Language study should be available.

Faculty: Members would constitute one of the five divisional Faculties. Many would serve also in one or more of the other Divisions. Certain administrators might give full time at the Parents' Institute. They would be a cross-national group and represent different social sciences.

Program: Parent delegates like the Teacher group should have the opportunity for daily living with representatives from dif-

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Section on parents*

ferent countries. They should know from personal experience the possibilities for understanding, inherent in cross-national groups. They, like the child-youth group, could participate in constructing and maintaining the Center. They should work apart from the child-youth group much of the time for adequate freedom of both groups. On the other hand they should frequently participate in joint activities with the children and youth. Together with faculty members, they could set up their own work, study, recreation, and governing program. In these immediate tasks they could experience common goals, rights, respect, acceptance, and responsibilities.

A second part of this program would reach beyond the Center to a consideration of man and his potentialities for peace. They, like the child-youth group, might study man's needs for food, shelter, health, and recreation. They could come to some awareness of common needs and common goals around the world. They could respect differences as man's response to different physical and human conditions.

Parents could have opportunities for individual and group counselling, leading to a better acceptance of self as a basis for accepting others. Individuals and groups could have opportunity to refer conflicts as they arose and to work for their resolution.

5. International Research Institute

Research should serve two broad functions:

- a. Collection of data as a basis for the wise planning of each successive term of the Child-Youth Program, the Extension Program, the Teachers' Institute, and the Parents' Institute.
- b. Interpretation of data for the use of governments or other agencies or individuals in solution of problems outside the scope of the Child-Youth plan.

Investigations could include:

- a. A study of individual and group dynamics in different cross-national situations, in different ages of children and youth, in parents, and teachers, and in respect to different cultures. Such investigation would necessarily treat problems of group tensions, multiple membership, depth of

RESEARCH
INSTITUTE

attitude change, language adaptations, and food adaptations.

- ✓ b. A study of different uses of the mass media of radio, movie, and press.
- ✓ c. Periodic studies of public opinion, paralleling different stages of progress of the Child-Youth program at the Center and in the home fields.

It might be highly desirable to have this research program integrated in some way with that of the Institute of the Human Sciences which is being contemplated by the United Nations. The Faculty should be international, represent different fields of social and biological science, and constitute one of the five divisions of the General Faculty.

C. Leadership

Feasibility of the Child-Youth International Plan depends to an unusual extent upon the leadership, both because of the breadth and the newness of the plan. The Faculty in administration, teaching, and research should be cross-national. The formulation of policies and program would not be an easy task. Many long, leisurely, and candid discussions would be required. Faculty would need to be chosen for their breadth of vision and flexibility of approach as well as for their special training and experience. They would have to gather with a strong desire to come to agreement, a desire so strong that the most diverse approaches and values would be met with equanimity. The common purpose and creative thought of the committee members would have to predominate in the face of differences. Indeed, the Faculty should demonstrate the possibilities for international collaboration toward which the Child-Youth International Plan is directed.

SCIENCE IN REVIEW

Professors of Psychology Present a Plan to Promote International Understanding

By WALDEMAR KAEMPFFERT

What this world needs is more experience in cooperation. Elder statesmen are not usually effective cooperators, partly because of the nationalistic pressure to which they are subjected, partly because their habits of thinking are fixed. Cooperation ought to begin in childhood.

Thinking somewhat along these lines, Dr. Doris Twitchell-Allen, a well-known psychologist, has submitted to the educational section of UNESCO a proposal which has the support of a number of university professors of psychology. Her plan was conceived as she read an article by Dr. Alexander Meiklejohn in THE NEW YORK TIMES Magazine of Aug. 11, 1946, an article in which it was suggested that UNESCO create an International Institute whose adults could live and learn together. Dr. Twitchell-Allen agreed. But why just adults? Children need to be educated too, educated to think of themselves as belonging to one world, of common goals, rights and responsibilities, and to respect differences in national origin, color and religious belief. After much cogitation Dr. Twitchell-Allen formulated a concrete plan.

In the first place, there would be a Child-Youth International Center. Here girls and boys from many countries up to 24 years of age would face and solve the practical problem of how to get along together. There would be guidance to insure the best in personal relations. More than the usual exchange of students is wanted. The young delegates—ten to twenty from any one country at first—would learn how to live with others of different nationalities and cultures. Each Government would select its own delegates, with the aid of skilled psychologists, and pay for self-education at the center.

International Language

A director of Boy Scout international jamborees says that a common language would not be needed. Still this commentator suggests that it is about time we made a serious and systematic effort to teach a satisfactory international language, and that Dr. Twitchell-Allen's center would lend itself well to its cultivation. At any rate, the children would learn how to break down language barriers, as they always do. Language specialists would be on hand to help the children as well as to study difficulties that must be overcome.

A faculty would be a necessity—an international faculty. Experience would indicate how long a member should serve. In the beginning, two three-month terms at the center and one three-month term in the extension program of a home country seem right to

Teachers must do most of the educating in international understanding. This calls for special training. Hence Dr. Twitchell-Allen's plan calls for a Teachers' International Institute. The program provides for the acquisition of first-hand experience with teachers of other countries. In this way teacher delegates would acquaint themselves with the frustrations that arise when there are barriers to understanding. The purpose is to insure the dominance of common goals.

Parents' Institute

Another provision is a Parents' International Institute. Dr. Twitchell-Allen thinks this is necessary if the extension program is to succeed. Parent delegates from different nations who have lived and studied together at an institute could serve as so much yeast among parents in their own countries. The parents of different nationalities would live together, participate in the construction of their own buildings, discuss their national customs. Conflicts would arise, whereupon the need of resolving them would be met.

Finally, there would be an International Research Institute. Here plans would be formulated to deal with the study of group tensions and the problems that are presented at different ages by children and their parents and teachers.

DUKE UNIVERSITY

Durham, N.C.

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October 7,

Mrs. Esther Brunauer
Walker Johnson Bldg.
State Department
Washington 25, D. C.

Dear Mrs. Brunauer:

Dr. Doris Twitchell-Allen has advised me the plan she is submitting to you for a World

Child-Youth International Center. Here girls and boys from many countries up to 20 years of age would face and solve the practical problem of how to get along together. There would be guidance to insure the best in personal relations. More than the usual exchange of students is wanted. The young delegates—ten to twenty from any one country at first—would learn how to live with others of different nationalities and cultures. Each Government would select its own delegates, with the aid of skilled psychologists, and pay for self-education at the center.

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A faculty would be a necessity—an international faculty. Experience would indicate how long a member should serve. In the beginning, two three-month terms at the center and one three-month term in the extension program of a home country seem right to Dr. Twitchell-Allen.

Though buildings of some sort would have to be provided, Dr. Twitchell-Allen is all for letting the young delegates decide for themselves what kind of shelter, food, health services, recreation and government they want. They could do some building—chiefly shelves and furniture—and they could paper and paint. So with cooking and recreation. All these activities would be supervised by creative teachers. It is the common experience that Dr. Twitchell-Allen considers important, and with it free discussion and voting and the inculcation of a sense of community responsibility. Good teachers could lead the child and youth delegates into parallel concepts at the world level, she thinks. Food, shelter, health and recreation do not sum up all human needs, but a good start can be made with them.

Extension Program

An extension program is also provided in the plan. This means that after a delegate has returned home from the international center, more international experience is acquired at a national institution. Millions of youngsters in the world could thus be reached. Three months a year is the proposed length of the intensive, local educational program. Experiences in the extension program would parallel those at the center. Radio, the motion picture, the printed word would all be used to show how people differ and agree in their social behavior—and why. There would also be correspondence among local schools scattered about the world and cross-national exhibits of art, crafts, photographs and books.

Uonal Research Institute. Here plans would be formulated to deal with the study of group tensions and the problems that are presented at different ages by children and their parents and teachers.

DUKE UNIVERSITY

Durham, N.C.

October 7, 1946

Mrs. Esther Brunauer
Walker Johnson Bldg.
State Department
Washington 25, D. C.

Dear Mrs. Brunauer:

Dr. Doris Twitchell-Allen has advised me of the plan she is submitting to you for a World Village in which children of the United Nations might acquire the attitudes and skills requisite to democratic living. I wish to record my wholehearted support of this idea. While some of the details might be regarded as subject to discussion, for example the contemplated period of residence, the plan as a whole impresses me as one of the most concrete I have heard of looking toward the development of international understanding and a democratic way of life. Her general thesis that the appropriate time to develop a requisite attitudes, emotions and skills in childhood is quite correct. In fact, it might not be too much to say that the only hope for the United Nations is not the present generation of adults, but it's children. I earnestly hope that Dr. Twitchell-Allen's idea may receive from official sources the support it appears, from the social psychological point of view, to deserve.

Sincerely yours,

Donald K. Adams
Professor of Psychology

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