

Shall we have

# COMPULSORY MILITARY

## It Is Our Conviction . . .

IT IS POSSIBLE that within the near future the people of the United States will make a decision which will affect the lives of millions of young Americans. The people, through their Congress, may decide for or against compulsory military service after the war.

It is our conviction that legislation requiring such military service should not be passed.

We fully recognize that at the present time universal military service for all able-bodied men is a vital necessity to winning the war and to laying the foundation for a free, secure, and peaceful way of life for all peoples of the world. It is inconceivable, however, that we shall be so unsuccessful in making a just peace that we will need to maintain indefinitely an army of such proportions as to require the services of *all* the boys of the nation.

If it should transpire that universal military service becomes the pattern of the nations of the world we recognize that our country may be forced to conform to that practice. But now we should be making every effort to see that the world does not continue to be an armed camp.

There are those who argue for military training on the basis of its value to youth. As an association devoted to education, we believe that better training for competent citi-

## We Must Decide . . .

ANYTHING which would affect 1,150,000 youngsters every year is bound to be of vital concern to all of us. It is approximately that number of young men who annually reach 18, the suggested age at which all male youth would receive a year of compulsory military training.

These are the kids who pulled pigtails and carried beanshooters through elementary school, who captained the football team, composed a beautiful poem, and suffered a first "crush" through high school. Every teacher has a stake in their future, whether she knows them at the age of 6 or 16. That all boys of the nation may be required to spend a year in military training is a matter to be carefully studied and weighed by everyone—in the classrooms, over the back fence, in club groups, at cracker-barrel sessions and town meetings.

In these articles we present both pro and con discussions of the question. It is our hope that what is said may be of help to you in making up your own mind about this tremendously important matter.

*We are grateful to the following sources for permission to use the photographs on this and the following pages: photos 1, 4, and 5, Extension Service, U. S. Department of Agriculture (Photographs by G. W. Ackerman); photo 2, Monterey (Calif.) Public Schools; and photo 3, America's Town Meeting of the Air.*

— over the back fence



# TRAINING *after the war?*

zanship and satisfying personal living can be offered by civilian than by military agencies.

Health, discipline, citizenship, and other outcomes claimed for military training are needs of our entire population and should be made possible to all of all ages. These matters are the rights of citizens and the obligations of their government. As such, they are of civilian concern and should be provided for through civilian means.

Thus, it is our conviction that the enactment of legislation for compulsory military training at the present time for the postwar years would be a disastrous blow at the prospects for a just and enduring peace and is in no way justified as a means to better educating the citizens of our democracy.

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The above statement is presented to the membership of the Department of Supervision and Curriculum Development by the Executive Committee for consideration, amendment, or possible adoption. The Executive Committee believes the question of compulsory military training is one of vital concern to each of us, as educators and as citizens.

Moreover, whether or not we feel that the present is a favorable time to consider the problem, *it is being considered NOW* by military authorities, legislators, and civic leaders. Educators cannot fulfill their responsibility by merely postponing decision. Our obligation to youth demands that we take action *now*.

You are urged to give careful thought to the above statement and to send your reactions to the Executive Committee. Address your comments to: Hollis L. Caswell, president, Department of Supervision and Curriculum Development, NEA, 1201 Sixteenth Street, N. W., Washington 6, D. C. (See ballot on page 28.)

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— in the classroom



— in open discussion



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