by planning and experiencing for himself. She is not ashamed to admit she does not know all the answers. In fact, she is likely to gain respect by doing so. In a rich environment where children are allowed to seek their own nurture, evidence shows how wisely they perform this difficult task. The idea that all art, science, and play experience must correlate with some main unit of activity in a school setting is outmoded. That was merely a way of getting it past the doubting Thomases in education. Twenty years ago Dewey said, “Arts that are merely useful are not arts but routines.” Now we are willing to admit that a wide range of activities has a worthy and unique value.

When valuable materials are on hand, techniques for their best use are necessary. Supply houses are generous in offering helpful instructions. Methods courses and workshops are abundant. But these will not be enough. A teacher must inspire as well as guide. Inventiveness and ingenuity can make much of limited supplies, but an unimaginative, unresourceful teacher will not use even the finest of materials to best advantage.

What are the criteria for selecting these supplies? The social strata of the group will have something to do with the selection but not all. The best that can be secured is desirable—and in ample quantity to avoid the meagerness that hampers self-expression. The “best” should be judged not by cost but by usability, durability, safety, opportunity for expressing imagination, and other such standards. Material which offers a variety of uses is to be preferred to that which has only one. For instance, dry tempera is preferable to bottled poster paints because it may be mixed with shellac to give a more permanent finish as well as being used with water.

It is always well to purchase equipment that is substantial enough to last over a period of time. Dolls and other dramatic play material for young children need to be sturdy and washable. Incidentally, they will invite more careful handling when well made. The safety element is easily recognized to be important especially in climbing apparatus and other playground equipment. We must not overlook this criterion in the classroom and laboratory. And certainly those materials

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**What You Think About Militraining**

AS THIS ISSUE goes to press, the opinion poll on military training is not complete, but results to date will interest you. Ballots have been received from twenty-eight states.

Eighty per cent of those responding agree with the statement submitted by the DSCD Executive Committee in the October issue of Educational Leadership. *(It is our conviction that legislation requiring compulsory military service should not be passed.)* Twenty per cent disagree.

When asked “Do you favor compulsory military training for all young men after the war?” 77 per cent say No; 22 per cent, Yes; and 1 per cent, Uncertain. Eighty-four per cent either have already written their Congressmen or will do so soon.

We are grateful to our readers for the many thoughtful comments and reactions regarding militraining which they have sent us along with their opinion ballots.

There is still time for you to return your opinion ballot. You will find it on page 28 of the October issue of Educational Leadership. Present indications are that militraining will be considered soon after the convening of the new Congress. Write to your congressman early in January.