

We, the Children



Courtesy New York Kindergarten Association

THIS IS YOUNG AMERICA speaking. More than 1200 youngsters, ranging in grade level from early elementary to first year college, contributed their thinking to this issue of EDUCATIONAL LEADERSHIP. They represent the diversity of race, creed, and background of a great nation. It is of this diversity and our relationships within it that these young people speak.

It is with mixed feelings that we bring you these statements of children. It is with heavy heart that we record the crooked thinking and the injustice—the one no less tragic than the other. And these are *our* children, American children—not the youth of Hitler's Germany or the half-starved children of China or Greece. These are the children we think we are teaching to think as we lead them through the mysteries of reading, writing, and arithmetic. These are the children we cheat of their democratic birthright unless we teach them to think as clearly in the realm of man's relationship to man as in the area of the relationship of two to two.

It is with joy we bring you the statements of young people who have learned to reason with vigor and act with courage and conviction. There is high hope for our world in the words of some youngsters who recognize our problems with remarkable clarity and express an eagerness to help rid our country of intercultural strife.

We present this issue of EDUCATIONAL LEADERSHIP not only as good reading but, further, as a plea to teachers. This is not a plea for brotherly love, although we believe it to be a virtue. This is not a plea for equality, although we believe it to be a right. This is a plea for straight thinking, for we believe that only through straight thinking can democracy survive. This is a plea for the use of intelligence, for we believe that it is only through the application of intelligence that man may increase his stature and dignity. This is a plea for our children, for we believe that only as straight-thinking intelligent people can they achieve where we have failed—to make, as one youngster puts it, a "Wondrous World."—R.C. and L.C.M.

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