

groups, whose function is to coordinate the purposes and activities of the various groups. In this way parents and other members of the community can plan and direct experiences which, though they may occur out of school, are nevertheless part of the education of children.

To Summarize

In this article we have tried to show the need for parent participation in educational planning: less blind resistance to desirable educational changes; coordination of educational effort, broadly conceived as a com-

munity function; better financial support.

We have also suggested some techniques for implementing this participation: a program of parent education sponsored by parents; open discussions of proposed changes with opportunity to direct their course; a broadened concept of homework in which parents and others direct the total educational possibilities of a community.

Parent participation in educational planning is not a nuisance which ought to be tolerated, but a real opportunity to solve persistent problems and to improve our educational service to children.

Do We KNOW Our Veterans?

MUCH IS BEING WRITTEN about provisions for the educational needs of veterans. Secondary schools, colleges, and, in many cases, elementary schools are experimenting in the development of educational experiences to meet the needs of these young men and women. They are returning to our classrooms and campuses with new insights which they can share with us, as well as personal problems calling for our help and understanding. Certainly, no realistic postwar educational planning can afford to overlook these "new" students. Nor can such planning, if it is truly realistic, neglect to give primary consideration to the individuals with whom it is concerned.

It is with this point of view in mind that we present the following quotation. Its challenge to educational planning speaks for itself.

I HAVE ONE CLASS of Navy men only and my other two classes are chiefly veterans. Work with them is very interesting, but at times a bit depressing, and yet I feel so very fortunate for all of the good luck I have had in this world. If only one could know what these men have been through in order to work with them accordingly. Most of them are so very nice about it all and expect no favors. It is only by little remarks now and then that one learns of their experiences. At times I truly feel like a hard-boiled teacher, especially when I find myself being hard on some veteran who is working hard to get back into life and school. I think these men have a bigger adjustment to make than many folk realize. The war has done something to them that makes it difficult for them to get back to such things as mathematics.

I have one veteran who certainly gave me a surprise. The first day in class he appeared

on crutches with one leg off ten or twelve inches above the knee. The next day he appeared walking on two feet. Since then I have learned in talking with him that the limb is one of the government jobs which isn't too good a fit, and that it rubs sores, so that he must stay off of it until they heal. He takes it slow and easy, but I marvel at the way he gets around on it.

Only yesterday I learned that he had spent more than a year in a German prison camp. Can you imagine a chap who had gone through all that say of the man who had shot him down, "I'd shake his hand if I met him, for he was a better man than I was." That afternoon as we worked, he opened up and told a bit more about himself. He crashed on his seventh mission. It was a Serbian doctor who removed his leg and as he was about to amputate, he asked the patient by means of an interpreter, what he would do to the

man who had shot him down, if he could meet him. It was then that Joe replied, "I'd shake his hand, for he was a better man than I." Joe said that the doctor just about hit the ceiling because his wife and child had been bayoneted to death. He told me this story because of the Serbian doctor, but I keep thinking how well it reveals his own personality, for one in his condition could so easily become bitter. But he goes on smiling his nice smile.

I felt depressed this week when I learned about two of my students to whom I have given F's as their four weeks' grades. They were with the 200th Coast Artillery which fought the delaying action in the Philippines and then spent more than three years in a Jap prison camp. With that as a background I can see why they are not able to think as I expect them to.

Then there is the fellow who bothered me because of the pained expression he always had on his face. I thought it was because he was not following me, yet he made an A. Through my sister who knows some of the family, I learned that he had been so shot up in the seat that he can hardly sit down.

Some days he carries his pillow to class. I'd probably have a pained expression too, under those conditions!

Each day I wonder what I will chance to learn about some veteran I have in class. Again this morning, I felt as if I had been cruel. A man returned yesterday who had been out of class for four weeks. I wasn't overly enthusiastic about his return for I couldn't see how he was going to make up the work. However, he insisted he wanted to try it and I consented. This morning he came in at 9 o'clock and stayed until 12. I would answer his questions—then he would take a short test over the section. In the course of the morning I learned that he had been in the Army five years, that on his return to the States he had crashed, had both legs, back, and jaw broken along with minor injuries. At times now they go bad on him and then they put him to bed. Yet when I hesitated about his return he offered no story to excite sympathy.

I have firmly resolved not to refuse anyone help, for one never can tell just what the person has been through. My time is so little to give after all *they* have given.



New Board Members Announced

THE FIVE NEW BOARD MEMBERS elected by the membership to the Board of Directors of the Association for Supervision and Curriculum Development, NEA, are as follows:

DALE ZELLER, professor of education, State Teachers College, Emporia, Kans.

C. L. CUSHMAN, associate superintendent of public schools, Philadelphia, Pa.

JENNIE WAHLERT, elementary school principal, St. Louis, Mo.

MABLE CASSELL, director of Children's School, Smith College, North Hampton, Mass.

DON PATTERSON, assistant superintendent of schools, Bremerton, Wash.

New members to the Board begin their term of office March 1. The first official meeting of the new Board will be held in St. Louis at the time of the national convention of the Association for Supervision and Curriculum Development, March 21-23.

ASCD is grateful to members for their excellent response in returning ballots. The Association wishes, also, to express its appreciation to the three persons in Washington, D. C., who served as a Committee of Tellers to tabulate returns. They are A. Grace Lind, Edith M. Williams, and Bernadette L. Dore.

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