



U. S. Army Air Forces Photo

"A GREAT TASK confronts educators, but it is also a high privilege. Creating unity and understanding among the religious, racial, ethnic, and economic groups of our nation is a task worthy of our best efforts. The teacher of social studies can play a unique role in this surging movement to eliminate evils and contradictions in our cultural practices—because he is a teacher. He holds at this crucial moment in history the opportunity to develop young Americans who can live together harmoniously in this nation built by persons of all creeds, classes, races, and nationalities. . . ."

It is essential that students not only know what they believe but also that they learn to live everyday according to these beliefs."  
—SIXTEENTH YEARBOOK, *the National Council for the Social Studies, NEA, 1945.*

"I AM DEEPLY concerned that in this country we work as individuals or as small groups quite apart from the total community or state picture. Educational progress will be spotty unless we shift our procedures from dependence on the top, for action, to leadership which grows from the bottom up. It is with this concept in mind that I dare propose a plan of action to this important body in American education. . . . We do not need more surveys, reports, commissions, of investigations. We need action."  
—ALONZO GRACE, *from an address made in St. Louis, March, 1946.*

## Where Are

"... THERE WERE young people in the resistance movement all over Europe. They were brave, and for 4, 5, or 6 years they fought in the resistance movements. I think I should add this: That sometimes, we forget the range of age in the resistance movements. There were little children engaged in this dangerous work, and it went right up to the older people. The people we need today first of all are the young people from 15 to 25. Well, that age would ordinarily have been in school learning their skills, learning to earn a living, learning whatever they wished to do in life. They have not been to that kind of school. They have been to another kind, though, which matures one very rapidly. That is the school where every time you open a door, death may wait just outside. That is a maturing school, but, you see, the things that were virtues in the resistance—lying, cheating, stealing, killing—are no longer virtues after the resistance is over. Now you say to your people, 'Go back to school and learn how to live in a peaceful society. Go and keep your house, young ladies; it is time you were making a home. The things which you have done in the last few years are now criminal offenses, so don't do them any more.'

"That is a rather rapid change, isn't it? That is something hard to learn overnight. If you had to live with death as a possibility day in and day out, you were certain of a lot of excitement. It is not quite so easy to go back and keep your house and get an education and start out on peaceful living. . . ."  
—ELEANOR ROOSEVELT, *in an address to the Women's Joint Congressional Committee, Washington, D. C., May, 1946.*



Courtesy San Diego (Calif.) Schools

# We Going?

"THE PRESENT is a time for greatness. It is a time made for a great leadership and a great people. It is a time for understanding, for courage, for wisdom, for tolerance and charity on the part of all groups and classes. It is a time for us to display in the waging of peace the resourcefulness, energy, and devotion to the common good that are enabling us to wage and win the most terrible and decisive of wars. It is a time for faith—a militant faith in democracy and human freedom that surpasses in its power the faith of any totalitarian system. It is a time for a great education, for an education generously and nobly conceived, for an education that expresses boldly and imaginatively the full promise of America. The ability of our people in the deep crises of the past to rise to their full stature gives ground for hope in the present age" . . . —GEORGE S. COUNTS, *Education and the Promise of America*, Macmillan Co., 1945.

" . . . TOO MANY people have too long defined democracy in terms of freedom to do what one likes, when the essence of democracy is an obligation to do what one believes ought to be done."—HELEN C. WHITE, *What is 'American'?*, *Journal of American Association of University Women*, Summer, 1946.



Courtesy Long Beach (Calif.) Schools



U. S. Navy Photo

"WE ARE faced with the preeminent fact that, if civilization is to survive, we must cultivate the science of human relationships—the ability of all peoples, of all kinds, to live and work together, in the same world, at peace."

"Until citizens of America and citizens of other nations of the world learn this 'science of human relationships' of which President Roosevelt spoke, the atomic bomb will remain a frightful weapon which threatens to destroy all of us.

"But there is at least one defense against this bomb. That defense lies in our mastering this 'science of human relationships' all over the world. It is the defense of tolerance and understanding, of intelligence and thoughtfulness. . . .

"That is the task which confronts education. The veterans who attend the colleges and schools today, and the children of the veterans who will go to school tomorrow, have a right to expect that the training offered to them will fulfill that task. It is not an easy task. It is a most difficult one. It is one which places burdens without precedent, both upon those who teach and upon those who come to be taught. There must be new inspiration, new meaning, new energies. There must be a rebirth of education if this new and urgent task is to be met.

"I know that education will meet that challenge. If our civilization is to survive, it must. All of our educational resources must be pledged to that end. The road is hard, but the reward is great."—PRESIDENT TRUMAN, at *Fordham University*, May 11, 1946.



Copyright © 1946 by the Association for Supervision and Curriculum Development. All rights reserved.