

# The Changing World

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## TEACHERS AND WORLD COMMUNISM

IF WE MAY BELIEVE the historians, social changes took place so slowly in that long period before the industrial revolution that those affected were unaware of them. The opposite is true today.

The amazing growth of Marxian Communism during the last thirty years under the leadership of Soviet Russia is apparent to all who are informed concerning contemporary world affairs. Actually, the communist movement was not taken seriously by the non-communist world until it suddenly burst into full bloom in Russia and as a vital world movement in 1917.

Since 1917 the influence of Soviet Russia on the entire world has been enormous. Professor Carr, in *The Soviet Impact on the Western World*, has indicated some ways in which this development has manifested itself: it is challenging the security of western democracies; it is forcing other peoples to resort to "planning"; it is hastening the eclipse of the "*laissez faire*" social philosophy; it is forcing profound changes in the international scene, notably in respect to "economics and publicity"; and it is inspiring "loyalty and self-sacrifice" in its followers—at the very time that "democracy" was suffering a "set-back."

The changes indicated by Carr apparently have accelerated since World War II, for we have witnessed such recent trends as: the polarizing of nations and peoples in terms of world conflict between "communism" and "democracy"; the underwriting of the economics of the non-communist countries by the United States; a coalescing of the military forces of the anti-communist nations; a disintegration of the colonial systems of the western powers; and a growing realization that

the United Nations probably will not be able to establish a peaceful world order *in our time*.

In light of these trends and conditions, what can teachers do? As I see it, they should work along these lines:

- inform themselves regarding the nature and activities of Soviet-dominated world communism
- participate actively in some organization that supports the United Nations
- assist the movement aimed at changing the United Nations into a world government, with or without Russia
- support heroically those forces that are endeavoring to prevent another serious economic depression in our country
- assist in preparing the non-communist world for total war
- join with those forces, both within and without America, that are endeavoring to see that democracy fulfills its promises of freedom, dignity, and well-being for common people *everywhere*.

*This latter effort should be made the central problem and theme of the curriculum.* Certain of these proposals may appear as contradictions. They need not be.

Teachers study world changes in order to be more effective as teachers of children and as adult citizens of local, national, and world communities. In this period it is imperative that they be informed regarding Soviet-dominated world communism—and that they know how to work effectively in behalf of democracy.

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personnel should be made available for exceptional children.

24. The creation of a continuing study committee within the Legislature for the purpose of adjusting legislation to better meet the needs of youth conservation.

The 1947 Legislature created a Youth Service Commission of eleven members appointed by the governor. A Division of Youth Service was established as the seventh division of the Department of Public Welfare. There was also established a Division of Mental Hygiene within the Department of Public Welfare as well as a committee on alcoholic studies.

The Youth Service Commission has approached its responsibility by organizing two major committees:

- (a) Diagnosis and Treatment
- (b) Prevention and Community Services

The former concerns itself with the care of juveniles committed to the Department and how more efficient and effective methods can be developed to rehabilitate these young people so they can resume an important place in society. A staff in the Division of Youth Service

has been established to carry out such a program.

The latter's purpose is to reduce the delinquency problem by the development of services within the local community. Inasmuch as the school reaches all the children of the community, its role is probably next in importance to that of the home. A social welfare educator has been assigned to the staff of community planners as a consultant. The self-survey is used in helping the community plan more adequately for itself.

Similar programs have been developed in California (California Youth Authority), Minnesota (Minnesota Youth Conservation Commission), and more recently Massachusetts. Other states such as Michigan and Texas are giving this plan consideration.

So far Wisconsin seems to be the first state to stress the use of the school as a source whereby an attack can be made on the prevention phase of juvenile delinquency. No program has been developed far enough as yet to draw conclusions concerning what results will be forthcoming.—Leslie W. Johnson, curriculum director, Superior, Wisconsin, public schools, for the ASCD Legislative Committee.

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### Suggested Readings

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