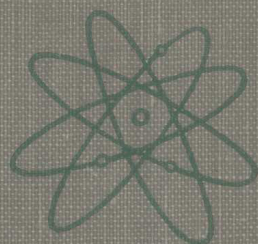


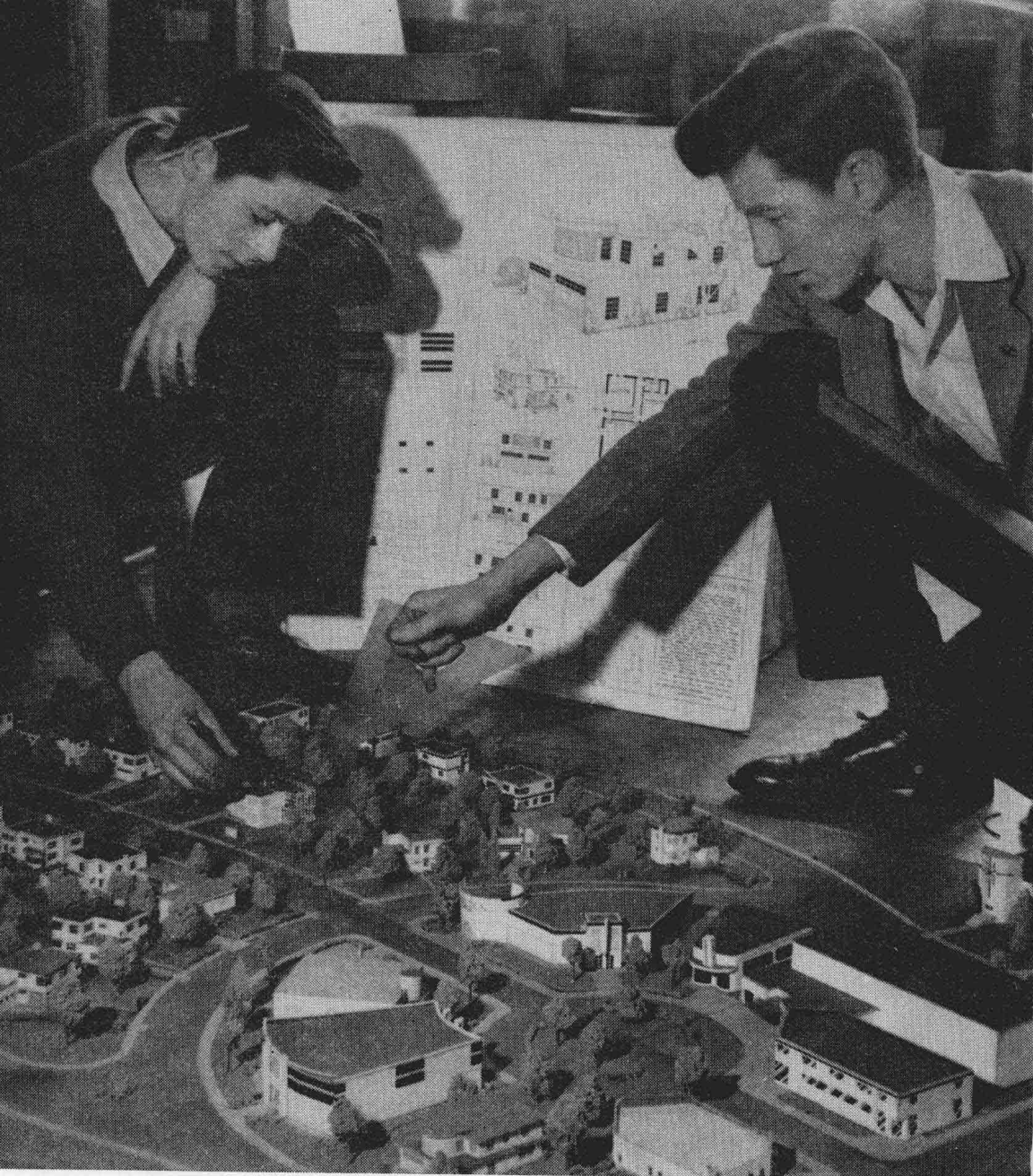
SCHOOLS

for a

New World



*End papers from photograph by
Fort Wayne (Indiana) Public Schools*



Akron (Ohio) Public Schools

★ *The schools in all types of community—rural, town, and large city—must address themselves to the task of improving the level of community life in the areas which they serve.*

SCHOOLS *for a* NEW WORLD



TWENTY FIETH YEARBOOK

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 Sixteenth Street, Northwest, Washington 6, D. C.

Copyright, February 1947

2

Price \$2.50

COMMISSION ON SCHOOLS FOR A NEW WORLD

CLAUDE V. COURTER

Superintendent of Schools, Cincinnati, Ohio

CHAIRMAN

HERBERT B. BRUNER

Superintendent of Schools, Oklahoma City, Oklahoma

HAROLD F. CLARK

*Professor of Education, Teachers College, Columbia University,
New York, New York*

STEPHEN M. COREY

*Professor of Educational Psychology, University of Chicago,
Chicago, Illinois*

C. L. CUSHMAN

Associate Superintendent of Schools, Philadelphia, Pennsylvania

CLYDE A. ERWIN

*State Superintendent of Public Instruction,
Raleigh, North Carolina*

ROBERT J. HAVIGHURST

*Professor of Education, University of Chicago,
Chicago, Illinois*

C. FREDERICK PERTSCH

Assistant Superintendent of Schools, New York, New York

GRANT RAHN

Director of High Schools, Long Beach, California

BENJAMIN C. WILLIS

Superintendent of Schools, Hagerstown, Maryland

FOREWORD

A NEW WORLD is struggling to be born. This new world will be the kind of world that the children of today and tomorrow are equipped thru education to build and to live in. The great issue of these immediate postwar years is, "What should this education be?" Will these children acquire in their homes, in their schools, and in their communities the social vision, the moral stamina, the mastery of self, and the continuing technical competence necessary for the tasks that will be theirs?

Schools wither or flourish in the soil of public opinion and social action. Altho this is the soil from which education springs, its fruits may be invigorating or they may be sterile. Can America build a school system that is able to explain the fundamental issues of these postwar years to the people? Can these schools stimulate the social action necessary to the successful resolving of America's problems?

There are signs that the excesses of emotion, the bitter disillusionment, the fear of the atomic bomb, and the irrationality which gripped men at the war's end are waning. There are signs that new purposes are forming; that extremes of hope and despair are giving way to a more realistic outlook upon and acceptance of responsibilities which cannot longer be shirked. American citizens are seeing more clearly the nature of the crises which their nation must win thru and the nature of America's opportunities. They are recognizing with increasing clarity that education is the instrumentality upon which they must depend.

America has long had a deep faith in education. As crisis succeeds crisis today, more and more our citizens are turning their attention to their schools. They are realizing anew their importance; they are not happy with what they see. Schoolrooms are crowded; buildings are run down; teachers are underpaid; the shortage of qualified teachers is acute; and equipment is often obsolete and meager. In many ways the picture is dismal. Ten years of depression and four years of war have taken their toll.

And yet the power of education to improve the material well-being of a nation has been demonstrated during the last one hundred years in several places in the world. That it also has power to shape the aspirations and purposes of a people has been demonstrated,

however unworthily, in the fanatical acceptance of the totalitarian ideology by our recent enemies. That it can be an instrument of sufficient power in our free society to enable our nation to achieve the social equality, the economic justice and harmony, the worthy use of technical knowledge, and the world-mindedness that the security of the nation in this age requires, has still to be demonstrated.

This yearbook attempts to make some contribution to the acceptance of this challenge. Its purpose is:

1. To state the basic problems and issues which face our society.
2. To indicate the potentiality of public education as a chief instrumentality in the successful resolving of these issues.
3. To give direction to curriculum makers: (a) by suggesting the central purpose of public education in this new age and the schools' critical functions; (b) by describing the nature of the pupil personnel to be guided and prepared; (c) by pointing out the vital areas of education which must be further developed; (d) by discussing the psychological considerations and the principles of social organization and action essential to economy of effort and fruitful procedure; and (e) by reporting unique developments illustrative of procedures which hold promise.
4. To show public education in action in desirable directions in small, medium-sized, and large communities and on the state level. •
5. To suggest criteria for the evaluation of the program of education in any community.

The schools of America stand at the threshold of a new era in their history. If they perform their full function, they are to furnish the understandings, the competence, and the will for greatly improved human relationships in our own culture, for more understanding and intelligent relationships with the rest of the world, and for the creative transformation of atomic power into better living. They face a great crisis of opportunity. They may know now with certainty that their critical reevaluation is in the near offing, that new demands will soon be made of them, and that a new and more complete dependence will be placed upon them.

CONTENTS

	Page
Foreword	5
CHAPTER	
I. A World Crisis	9
II. World Opportunity	16
III. The Power of Education	24
IV. The Purpose and Function of the Schools	38
V. Children and Youth Today and Tomorrow	70
VI. Learning To Live Together	90
VII. Learning To Work	106
VIII. Some Psychological Considerations	124
IX. Principles of Social Organization and Action	146
X. Cooperative Action—in a Small School System	176
•XI. Cooperative Action—in City-School Systems	196
XII. Cooperative Action—in Metropolitan Areas	220
XIII. Cooperative Action—at the State Level	246
XIV. Appraising the Effectiveness of the School	262
Selected References	281
OFFICIAL RECORDS	
Officers 1946-47	288
Membership by States	289
Constitution and Bylaws	290
List of Members	295
Index of Persons	441
Subject Index	443

Tell us . . . what is required of America's schools in the postwar years?

SUCH WAS THE ASSIGNMENT to the authors of this yearbook.

The Commission has written with a realization that great things are required of all who teach. Every school and every teacher is challenged to an immediate all-out endeavor to meet these requirements. The resources now at their command, limited tho they be, are enough to allow great advance where the will and the vision are present. There is reason for great encouragement in the fact that many of the boldest proposals of this yearbook are already in practice in some American schools. In many cases this has happened where external conditions seemed least favorable.

The Commission also has written with a conviction that America's faith in education is being put to the supreme test. Schools such as are here conceived can be adequately realized only by a great increase in our national investment in public education.

The number of teachers now serving American schools should be doubled.

The sums now appropriated for schools should be trebled.

United in vision, courage, and action, the lay citizens and the teachers of America can and will provide the schools required for a new world.

CHAPTER I

A World Crisis

A BOMB WAS DROPPED: one world was destroyed; a new world was born. Since this yearbook was started one kind of world has ended, another begun. It is not the physical world that has been destroyed, or that is likely to be destroyed. A world of ideas has been destroyed. One conception of the nature of man in the universe has been replaced by another of far greater power. The events of the last few decades provide one of the great jumps of power of all time. Man has greatly expanded his conception of the nature of the physical world about him.

Facing Realities in a World of Transition

What are the realities of the world at the middle of the twentieth century? First and foremost we would have to put the enormous potential power that has been tapped by scientific discoveries in the course of the last half-century. The basic discoveries have been going on for the last two generations. However, they were given a dramatic turn by the sudden release of the first atomic power on a major scale. For the first few months after this happened, all the magazines and newspapers were filled with dire predictions that mankind would blow itself into oblivion. That, of course, must always be kept in mind as one of the possibilities, but let us look at the matter a little more carefully before we become too pessimistic about it. From many standpoints the danger of "world destruction" is an old story. It is quite true that there has been a great stepping up in the amount of power available. But let us go back and look at the situation that has existed in regard to earlier developments and see if we can draw any lessons from them.

Atomic power stands over our age threatening the world with destruction. But the same thing has happened many times before in the world's history. Turn the clock back to the early days of the human race and look at the situation that existed when man was first obtaining mastery of fire. Undoubtedly man had seen fire caused by lightning break loose and sweep whole forest areas or the grass of the plains. Seemingly it would devour everything before it.

There were brave souls who said, "Let's conquer this monster and put it to the use of mankind." But most people were afraid.

We can hear the discussion waxing hot and furious: "If man finds out how to make fire, he will surely burn up all the villages of his enemies. All the grains and plants on earth will be burned to the ground. The cattle will be killed, the wild animals destroyed, and mankind will perish." Anyone who has seen a raging forest fire can well imagine the terror that the prospect of having fire in every village would have let loose in the life of primitive man.

It is a reasonable assumption that the men who invented the new stone axes were also told that they would be so efficient that all the game would be killed and man would starve to death. Probably the fear was expressed many times that mankind would kill himself off by having such an efficient instrument of destruction. Still, with all the dangers, the human race moved into the new stone age and had a more efficient instrument of production as well as a more dangerous instrument of warfare. Undoubtedly the same situation developed at the beginning of the age of metals. When man began to use copper and bronze and later iron in warfare, dire predictions were made that the human race could not survive these new weapons.

When we reach the stage of the development of gunpowder we are beginning to get some definite evidence as to what was happening. From time immemorial man had fought man on the battlefield with spear, ax, and club. When the bow and arrow was introduced man was able to operate at a distance. The old war seemed humane and reasonable. Now this strange thing of gunpowder came along. Man could stand behind a wall and shoot a bullet at his enemy. It was too deadly and too dangerous. Surely the human race could not survive this new threat. It is too bad that gunpowder had to be used for purposes of warfare—yet more efficient ways of doing the world's work grew out of this same explosive. Mankind developed defenses against the power of gunpowder. As the rifles got stronger the armor plate got heavier.

We can come down to the time of World War I and find another striking illustration of the same problem. We remember the horror with which the world greeted the use of gas warfare. The magazines and papers were filled with predictions that there would never be another war. If there were, gas would be dropped on entire cities. Whole countries would be annihilated overnight. The fear of the use of gas was a poor thing to rely upon to prevent a second world war. As a matter of fact, World War II came and, except in special

and isolated cases, toxic gases were scarcely used. There was widespread use of nontoxic gases for purposes of identification, marking front lines, and to cover beach landings. For troops well equipped and drilled in gas warfare technics, gas would probably have been reasonably ineffective in any case.

All of this does not prove that the atomic bomb will not be used in another war. It does not even prove that a good defense will be found against it. Certainly, on theoretical grounds, it would seem to be much more difficult for primitive man to find a defense against fire or modern man against gas than it would be to find a defense against a radar-controlled, rocket-propelled atomic bomb. What this defense will be quite obviously we are not going to be told in detail. It may well take the form of radar thrown out a thousand miles from our coast, extending fifty or a hundred miles up into the air, and then being thrown across the entire United States. This defense would be expected to warn of the bombs as they approached. They would be exploded by counter-bombs, controlled by radio and exploded by proximity fuses.

It may well be that no one has a full and adequate defense against all aspects of the atomic bomb at the present time. To assume a defense is not being developed and will not be developed is to make the hard assumption. Certainly, so far as past experiences are any guide, we have reasonable ground to assume that a defense can be worked out. The process of developing any weapon goes far toward providing a defense against it. We have every reason to assume that a defense will be found. Man will not disappear from the earth.

Fear Is Not an Adequate Motive

It would not be wise to overlook the possible danger to mankind from the atomic bomb. On the other hand, man has faced the fear of destruction many times before. This fear has never yet been an adequate motive to get him to build a decent world. There is no particular objection to trying to scare men into building a world organization, but there are strong reasons to believe that is not the best way to go about the matter.

Man faces an opportunity. As a matter of fact, this generation probably faces the greatest opportunity yet offered any generation of men on earth. A great new source of power is that opportunity.

What man lacks is vision. The real crisis of the age is not that man may be blown off the face of the earth. The real tragedy is that all he sees in the atomic bomb and atomic power is danger to his physical existence. Here man has had put in his hands the greatest gift of all time, and all that leaders of popular opinion see in it is the possibility of destruction.

Fear may lead men to build a defense against bombs. That is important. We must do it. If it takes two billion dollars or ten billion or a hundred billion, it must be spent. But let us not be diverted from working to prevent the causes of war.

We no longer try to scare children to death to get them to go to school. Even the religious leaders of the world are beginning to wonder whether the fear of hell-fire makes angels out of everyone. There are much stronger motives than simply trying to scare people. That stronger motive is to show them the opportunity offered by the new development.

If fear of the future can be used as a motive to get us to build a world organization, we would doubtless be justified in using it. The danger, however, is that overemphasizing fear will lead to quite a different result. When people become sufficiently frightened they are likely to start to build a great military establishment. This in turn may excite other nations to do likewise and cause the very thing we are trying to prevent. There is an added danger at this time because the type of military arrangements we will devise are almost certainly going to be in terms of the past. That would give us a false sense of security and might actually keep us from taking reasonable steps to protect ourselves from atomic bombs.

It is quite true that a major change in the type of power causes a shift in those people who survive. Only the technically competent will survive in the future. Any race, group, or nation that is either unwilling or unable to handle the technicalities of the modern world will not long continue to exist. This may be unfortunate from some standpoints since many of the most attractive societies have low technical competence.

Moral Crisis

The real crisis facing mankind is a moral crisis. That mankind will find ways to survive from the physical standpoint can probably be taken for granted. That he will have the social vision and the

moral stamina necessary to use the greatly expanded power for the good of all mankind is much more problematical. Man has reached one of his great and long-sought goals—the effort to get enough power for his needs. From one standpoint a new and startling source of power has been found. From another standpoint atomic energy is just a specialized form of the oldest of all types of energy.

All energy that man has used in the past has been derived from atomic power. The power and heat coming from the sun are created by the destruction of atoms, changing of mass into energy. It is the energy of the sun that causes plants to grow on earth and is the base of all animal life. Plants and animals in turn have formed the base for coal and oil. The rain that causes the flow of the rivers and creates the hydroelectric power is caused by this same atomic energy. Man has been using atomic power in second- and third-hand forms for many thousands of years.

For some decades he has known enough to develop substantial machines for using the power of the sun directly. Solar power was being discussed in a thousand places in the world when the atomic bomb burst upon us. Now the interesting problem will be to see whether it will be cheaper to use solar power directly from the sun or whether it will be cheaper to break up the atoms and use the energy thereby created here in the world. In one case we are using a gigantic atom-smashing machine provided free by nature—the sun. In the other case we are building the machine ourselves and paying the cost of its construction. In either way it seems to be a safe prediction to say that at last we have reached the stage in the world's development where we should be able to provide a passable minimum of food, clothing, and shelter for all of our people.

James H. Breasted, in his great book, *The Dawn of Conscience*,¹ traces the expansion of the feeling of obligation for our fellow man. He points out that in primitive times man felt obligated only for his immediate family. Later that feeling extended to the tribe, and finally to the community, the state, and in some cases modern man has a feeling for the welfare of all his countrymen. Few, if any, of us have developed much of a feeling for the welfare of all of the people of the world. It would not have done much good to have developed this feeling much before the twentieth century. There was little we could do on a worldwide basis. Any one country was

¹Breasted, James H. *The Dawn of Conscience*. New York Charles Scribner's Sons, 1934. 431 p.

too poor to make much of a contribution to another. Starvation was chronic almost everywhere. Now all of that has changed. On the technical side we have the opportunity to deal with problems on a worldwide basis. We have the power and the energy to begin to build a good physical world for all men. A moral crisis is upon us because of an expansion of enough power to help our fellow man.

A Crisis of Opportunity

Our generation is the first one in the history of the world that has really been able realistically to think, work, and act on a worldwide basis. In a few moments we can be in communication with a person in any part of the world. The airlines tell us that within sixty hours we can go from any one point in the world to any other point. You might be in the middle of Kansas, the center of the United States, and two and one-half days later it would be possible to be in any spot in the world you would name. Our grandfathers could not do it—not even our fathers. This is an achievement of our own day and generation. The coal and the oil of the world were highly concentrated in relatively small places. Some places were favored. We were one of the favored.

The sun shines on all and sends solar power that man could convert to his needs. In the near future atomic power may be limited to those nations that can get uranium. Ultimately atomic power will be available to every nation and to every people. This is the greatest chance for world cooperation that has ever existed. Can we rise to the challenge and accept the opportunity? Only time can tell; the answer will depend in no small degree upon the instruction that goes on in the schools around the world (see Chapters IV and VI).

All over the world the common man has fought and bled and died twice during our lifetime. He was never too sure what the wars were about. Far down underneath he had the feeling that in many ways they were an effort to straighten out some of the world's ailments. War is not a good or sensible way to deal with the problems, whether they are economic, social, or political, but unless man finds better ways they most certainly will be dealt with by the method of war. Certainly, partly as an outgrowth of the enormous expenditures spent on research during the war, we have developed new opportunities. These same opportunities would have come in perhaps a decade or two or ten. Because of World War II they are here now.

It is necessary to remember that 50 percent of the families of the world live on less than \$75 a year. Ninety percent of the families of the world live on less than \$200 a year. There is a restlessness that is widespread because of these conditions. The man in the street feels that things could be better, and, as a matter of fact, they could. If all the income of all the families in the world who receive more than is paid American school teachers were divided up equally, it would scarcely raise the world average \$10 a year. Clearly, then, the world's opportunity does not lie in taking wealth from one group of people and giving it to another. The opportunity lies in a type of education and a type of world organization that will enormously increase the income of the mass of the people (see Chapter V).

No one is naive enough any more to think that improvement of economic conditions will solve all of our problems. But, on the other hand, there are few among the hundreds of millions of families living on less than \$200 a year who would not believe that they would be better off with a higher income. All the evidence which mankind has supports their position. Whether they are right or wrong, seemingly they are determined to try to bring about changes. Either we will find a way to use our new sources of power and our new education to help the masses of people or else the world will face chronic bloodshed and revolution.

The conditions of life for the average man have improved steadily for many thousands of years. Many thousands more would have been necessary at the past rates of progress. Our generation has offered to mankind the opportunity to speed up enormously the rate of development and advance. The technical possibilities of a high level of economic welfare are now offered to all people. The United States has the power and the responsibility to see that that power is wisely used for the welfare of mankind. This certainly does not mean an obligation on our part to give large sums of money to the rest of the world. That is probably futile and in some cases may even be harmful. What is needed is education on a worldwide basis that will provide opportunity for every man to give him a chance to use the new physical powers available and will provide him with the opportunity to develop his own abilities. The real world crisis is a crisis of opportunity.

We Believe . . .

- ★ *Atomic power stands as a very real threat to the world today.*
- ★ *Man, by devoting a sufficiently large amount of his effort to defense against the atomic bomb, might find means to survive.*
- ★ *To see the development of atomic power only as a threat to mankind is to be conscious of only part of recent developments.*
- ★ *The same force that constitutes such a great potential danger to mankind also constitutes a great opportunity.*
- ★ *The crisis facing mankind is primarily a moral crisis. Will man be able to use this great new power for his own good and for the good of all?*
- ★ *There is a greater opportunity available to man today than ever before in his history. Man has the physical resources available to solve his economic and social problems. Can he develop the spirit of cooperation that will be necessary to use this great power to increase human welfare?*