

# This Way to Unity



Our nation's most vital problem—how to combat  
intolerance—how to preserve the American  
Dream of unity, democracy—

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# THIS WAY TO UNITY

*For the promotion of good will and team-  
work among racial, religious,  
and national groups*

EDITED BY

ARNOLD HERRICK

AND

HERBERT ASKWITH



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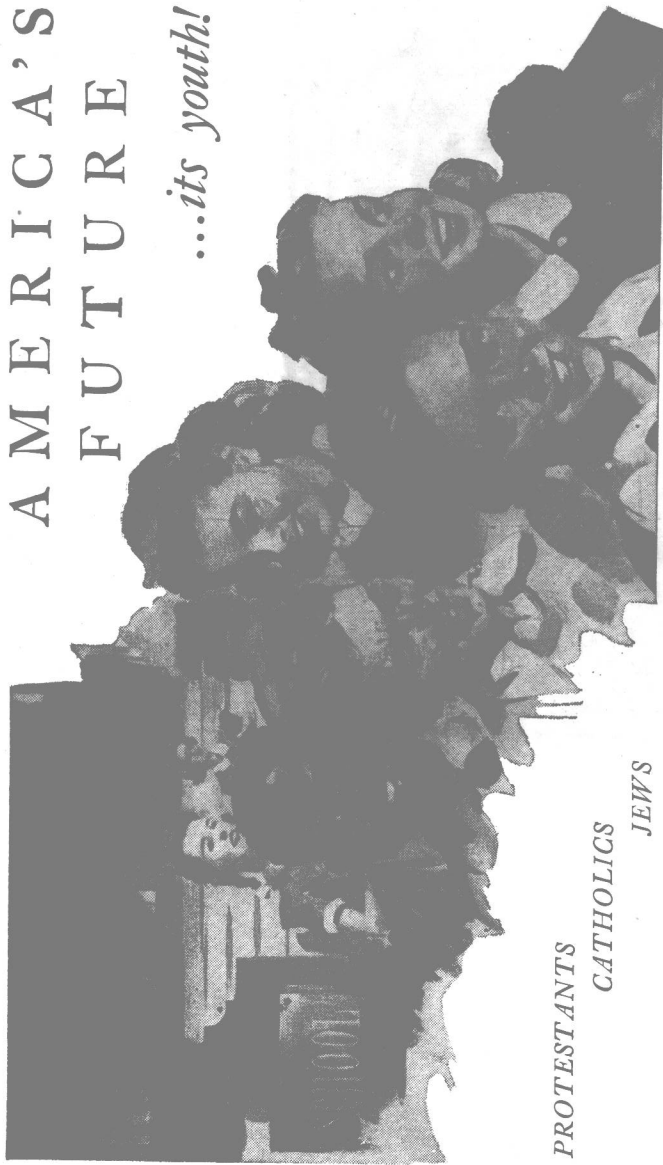
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# AMERICA'S FUTURE

*...its youth!*



PROTESTANTS

CATHOLICS

JEWS

## FREE FROM RELIGIOUS OR RACIAL PREJUDICE.

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Adapted from a poster issued by the Institute for American Democracy (see page 84).

## PREFACE

"OF all the social problems that face our country in this era of crisis," Eric Johnston has said, "that of national unity is the most challenging."

From the time of the earliest colonial settlements, the population of America has represented a mingling of peoples from many parts of the world, differing from one another in race, in color, in religious creed, and in national origin. Can these diversified groups live together in harmony and good will, with each making its individual contributions to the life of the nation and with all united strongly for the promotion of the general welfare? The question is a vitally significant one for our future, and thoughtful Americans are increasingly recognizing its critical seriousness and the need of supplying an affirmative answer if our democratic traditions are to be maintained.

There is general agreement today that the most effective way of meeting the problem is through education, through furnishing our youth with those facts and attitudes which will give them a true understanding of the American ideal and make them eager to live up to it in their conduct toward others. *This Way to Unity* provides a textbook in intercultural education which can serve as a basis or core for the purposeful tackling of the situation in the schools, for making the problem meaningful in terms of the pupils' own experiences. The goals aimed at by this anthology, and accepted by most educators as essential purposes for the American school program, are:

To promote national unity among the American people, unity based on a realization that the welfare of America is best served by teamwork among all groups, without regard to racial, religious, or national differences, working together as partners in the building of a greater America.

To uphold the right to be different, in the conviction that our national life represents a mingling of many strains, all making their own contributions to a rich and colorful cultural pattern; to promote a belief in democratic cultural pluralism.

To foster the habit of judging others on their individual merits, not on the basis of their belonging to a particular racial, religious, or national group.

To overcome intolerance based on racial, religious, and national prejudices; to develop the obligation to join in the fight against bias and discrimination; to warn against propaganda aimed at stirring up hate and group antagonisms.

To expose the myth of racial superiority to the light of scientific fact; to refute rumors and canards about minority groups.

To cultivate habits of clear thinking which will reveal the fallacies underlying intolerance and prejudice.

To promote international, as well as national, unity, understanding, and cooperation.

To achieve these objectives, the book gathers together in convenient form the best that has been written on the subject by thinkers and authors who have recognized the urgency of the situation facing us. While some of the material has been available separately, this is the first time that it has been gathered together for this educational purpose in one volume, provided with questions, projects, and bibliographies that suggest a broad program of classroom discussion, supplementary reading, committee work, dramatics, field trips, exhibits and folk festivals, research investigations, school-community relations, radio listening, written and oral reports, and similar activities.

Because it is the editors' belief that intercultural education should permeate the entire school program, they have supplied sufficient material to make the book useful on various grade levels in both the senior and the junior high school, and suitable for students of varying maturity, reading ability, and background. The use to which this anthology is put by the individual teacher will depend upon the purpose he has in mind, the time he can devote to the book, and the ability of his pupils. Each teacher, it is hoped, will find in it enough material to fit his particular requirements; in terms of these requirements, he can then decide in what year and for which classes specific selections are best suited.

The arrangement of the contents as here presented represents simply one way in which the material can be organized for study; it lends itself easily to any variations that may seem desirable.

Part 1, "AMERICANS ALL," endeavors to broaden the narrower concept of what an American is, to show that all groups—Protestants, Catholics, Jews; whites and Negroes; old-stock Americans and recent immigrants—have made their contributions to our national development and that all are entitled to opportunity, justice, and freedom.

Nevertheless, the problem of intolerance and discrimination exists, and to overlook or minimize it would be to distort the picture. The aim of Part 2, "THE THREAT," is to present this problem honestly and realistically and to warn against the dangers of prejudice—not only to the group immediately affected but also to the country as a whole—if it is permitted to continue unchecked.

Part 3, "FREEDOM FROM HATE," points the way—or, rather, the ways—toward a solution. Scientific and sociological findings are presented to furnish a background for the formation of intelligent opinion; specific,

practicable programs of action are outlined; the democratic ideal is re-examined to see what its implications are for the treatment of minorities.

"INVOLVED IN MANKIND," Part 4 of the book, reveals the relative unimportance of group divisions in the light of the fact that all peoples are members of a single human race, that every individual is identified with the mass of humanity. Because group cleavages constitute so serious a stumbling block in the path of world peace and international cooperation, this section carries over the idea of brotherhood from the national to the international sphere, with emphasis on the ideal—so eloquently set forth by Woodrow Wilson, Wendell Willkie, and Franklin D. Roosevelt—of a family of nations, of all peoples living together cooperatively and harmoniously in "one world."

*This Way to Unity* may well find a place in the curriculum in a number of subject-matter fields. It has been compiled with a view to its use in English classes as a basic literature textbook. For this purpose, only material of unquestioned literary merit has been chosen, and a wide variety of literary forms is represented, including the short story, the novel unit, the familiar essay, the biography, the magazine article, the radio play, the book review, the newspaper editorial, poetry, the "letter to the editor," and the forum discussion. The questions and projects involve many standard activities in the English course, embracing all forms of written and oral composition, library skills, interviewing, newspaper study, propaganda analysis, creative writing, supplementary reading, dramatics, and the like. Used in conjunction with these questions and projects, the selections in the anthology enable the teacher to cover the prescribed subject-matter requirements of the English syllabus while at the same time accomplishing the high and urgent purpose of meeting a vital problem in education for democracy.

*This Way to Unity* is further intended to serve as either a basic text or supplementary reader in social studies classes, particularly in American history and problems of American democracy, in connection with units on minority rights, on immigration, on international relations, and on the characteristics of democracy. It may be used, also, in classes in general science or biology where the topic of race relations is under discussion, and as a guide to extracurricular study of the problem by clubs, study groups, and individual pupils. The questions and projects, it will be noted, correlate the material not only with English, the social studies, and science, but also with art, dramatics, music, home economics, shopwork, and other subject-matter areas.

It is hoped, too, that adult readers will find in these pages both enlightenment and food for thought. Pupils should be encouraged to take the book home, to be read by their parents. For study groups in fraternal organizations, churches, and labor unions and for civic committees interested in the betterment of intergroup relations, it will furnish many ideas worth discussion and analysis.

The essential quality of democracy as a way of life consists in regard for the integrity and welfare of every human being, in a government based on majority rule but safeguarding the rights of both the minority and the individual. Recently that way of life has been challenged by another, diametrically opposed to it in principle—rule by tyranny, persecution, and a ruthless rejection of the ideal of the brotherhood of man. The conflict which ensued was primarily an ideological one, and no military victory can resolve it unless victory has been achieved also in the realm of ideas, in the minds and hearts of men. In the conviction that books are weapons in the war of ideas, it is the hope of the editors that *This Way to Unity* will find a useful place in the arsenal of democracy.

A. H.

H. A.

NEW YORK CITY

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