

Peace Calls for More Than Parlor Talk

Can the Good Neighbor Plan Be Applied Worldwide? Here Three Eminent Sooners View The World's Biggest Problem

BY PRESIDENT EMERITUS BIZZELL

THESE ARE the days when schools and colleges throughout the country are opening for a new scholastic year. Never before in our history have our institutions faced such abnormal conditions. Education naturally feels the impact of all of the conditions in which it functions. War intensifies a nation's energies. It narrows the objectives of human activities. It places a large emphasis on various technical skills. We have seen the application of priorities in the interest of conserving the material for airplanes, tanks, submarines, and various other instrumentalities of war in ways never known before. All of these influences created by war psychology and necessity are being reflected in the schools.

In promoting the purposes of war, the principle of priority invades every aspect of life. It becomes necessary to apply the principle to manpower, as well as to physical resources. For the first time in our history, priority has been applied to education. Our military establishment has turned to the colleges for certain types of training for specific army needs. Colleges and universities have gladly offered their facilities to these army trainees and re-adjusted their courses of study to meet army requirements. We should realize that this is the first time in our history when priority in subject-matter has been put in effect by influences outside of the institutions themselves. This necessary policy of war raises some questions of far-reaching importance. What influence will a functional program of education for war have on post-war policies for peace? Will pressure be brought on educational agencies after the war from other outside sources that will have the effect of vitally changing our past educational procedures?

Nearly a hundred years ago Herbert Spencer discussed this subject in an essay entitled: "What Knowledge Is of Most Worth?" He concluded that all knowledge is of value, but not of equal value. Knowledge of intrinsic value, he thought, was science, which should be given the primary place in education.

At the time Spencer wrote his essay, the industrial revolution had begun to exert

an important influence on education. There was increasing emphasis being given to industrial and vocational education. It was about this time that laboratory instruction began to give effectiveness to scientific instruction and technical education was competing with the old classical curriculum. Priority was beginning to exert an influence in behalf of new types of training. Individual students no longer could take all the subjects that were clamoring for recognition. The elective system was the logical answer to this situation, although it had the effect of lowering the standard of educational accomplishment for all time. But, in the light of experience, the elective system has fully justified itself.

Freedom of choice between the subject-matter of instruction created new issues in education. For example, the conflict between vocational education and academic instruction. The present war has brought the issues between the classics, social sciences, and the biological and physical sciences to the point of real issue. While educators have no thought of contending for "education as usual" under existing conditions, nevertheless, there is the deep concern about the influence of the new policies that have been put into effect upon post-war education. There seem to be certain conclusions that might be regarded as reasonably sure.

In the first place, regardless of the results of the war and the terms of peace, people are certain to be drawn much closer together and they undoubtedly will

be more interdependent than ever before. No individual today is more than 66 hours away by airplane from the most remote places on the earth. Community of life and mutual need are certain to exert a profound influence on education. This means that the study of languages will be accelerated. While our schools and colleges have been teaching modern languages for a long time, our young people have not been impressed with the functional needs of this study. In the future our schools will place large emphasis, not only on the languages of western Europe and Latin America, but serious study will be given to oriental languages, some of the languages of East India, and perhaps some others which have been largely neglected up to the present time.

In the second place, it seems certain that larger emphasis will be given after the war to the study of the social sciences. We have paid a large price for social illiteracy in the past. If we reconstruct an orderly society in the future, the new world must recognize the importance of ethical science, which rests on the principles of social justice and human freedom. There is much talk today about social security and this subject is certain to be one of great importance for the future. The problems of unemployment, the rehabilitation of our soldiers returning from the war, and relocations of peoples who have been uprooted from their homes, are all subjects that will require a knowledge of social organization and the wisest possible discern-

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A Good Neighborhood of Nations

BY CONGRESSMAN MIKE MONRONEY

THE RESPONSIBILITY is ours in the United States to help lead the world in a co-operative effort to preserve the future peace. We cannot stand alone and aloof in the integrated world neighborhood of tomorrow and be safe from future wars by future aggressors. Our peace depends on a world at peace.

There are three great and compelling reasons why I believe we should act now. The first is that the decision on our participation in a world plan for peace will have a powerful and advantageous effect in speeding the collapse of the Axis. The second is that we will avoid the narrow partisanship and bickering at home. The third is that machinery can be provided

for the transition from war to peace and for the friendly adjustment of differences between allies.

We do not want this next chance for peace to be a political football of either the Democratic or Republican party—or to be the private world plan of any individual, no matter how great that individual might be. We want the surge of the mightiest force of all-American public opinion to dictate the desire for preventing future wars and thus remove this sacred trust from the field of partisan politics and from the caprice of personalities.

We insist that this leadership in formulating such a world co-operative organization should be taken by the United

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ment on the part of our political leaders. Training, therefore, in the social sciences for dealing with all aspects of these social problems seems certain of recognition.

In the third place, I think we will have a revival of interest in the humanities. Civilization, what is left of it, is the product of all human experience. It is the function of education to perpetuate all that is best in the history of mankind. There is no great nation of the past that has not made its contribution to civilization. The Hebrews gave us our religion, the Greeks, a sense of proportion and beauty, and the Romans transmitted an appreciation of law and order. These are vital assets that the world cannot ignore or forget. There is ample justification for believing that had we not neglected these and other vital contributions to mankind in recent times, this terrible war might have been avoided. This conviction is so deep-seated in the minds of men everywhere that I believe we will never be satisfied with any system of education that does not recognize the importance of cultural education as a vital subject-matter of instruction.

As America shifts from war psychology to peacetime procedures, there must be many readjustments in the field of technical education. It is impossible to foresee where the emphasis will be placed, for it is not possible at the moment to tell the extent to which armaments will be maintained by the nations of the post-war world. But the shift from war conditions to peace conditions will call for millions of technically trained men to supply the needs of people for all kinds of things that the war situation has made impossible for them to possess.

We have seen great systems of education like those of Germany, Italy and France completely disintegrate when dominated by a false political philosophy. Under our democratic system of government, regardless of its defects, education at all levels of learning has grown in importance through the years. One of the greatest tasks ahead is to conserve and promote an educational system that has meant so much to our people. This will be one of the supreme tasks confronting us in the post-war world. It will certainly take courage, discernment, and sacrifice to maintain our educational system in the interest of our own people and other peoples of the world who must look to us in the future, not only for bread to sustain their bodies, but for the bread of life—*Reprinted from the Daily Oklahoman.*

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of other rights—could flow to make such co-operation attractive.

But most important of all, I feel, would be the fact that through an international police force, composed mainly of joint forces assigned by the member nations, aggression could be stopped before the small blaze, left unattended, whips into a world-wide fire.

Yet I know there are those who say that such a plan can never work. It has never worked because we've never truly tried it. We have a doctor's clinical record on the only experiment, the League of Nations, ever made in that direction. We know its every fault and all of its causes of failure.

We have a blow-by-blow story on aggression from Manchuria to Ethiopia to Austria to Czechoslovakia. We had to sit idly by and watch these fires start and burn bright, and wish that there was a fire department, somewhere, that could put them out before they engulfed all civilization.

How near these fires, the little ones that started in 1932 and 1936 and 1938 were to come to destroying the free world, we need only to remember that desperate scene of the bleeding wounded men on the beaches at Dunkirk. Then only 23 miles of the English Channel stood in the way of Hitler's first goal for world domination.

We came too near the brink of disaster then to withdraw again from the rest of the world in blissful isolationism and to pull down the shades and go to sleep. Then the torch of the world's liberty flickered low and almost fell from the faltering hands of a generation who were always faced with "too little and too late."

The people themselves must take a hand in this, for this is their war, their sons fight it and their money pays it cost. Surely they owe, then, this duty to see that we do not through partisan politics, stupidity, timidity or blindness allow this thing to happen again.

The government is yours through your voice in public opinion and through your strength at the ballot box. No other force in the world is so powerful as that of American opinion. And here in America, from the common people, must come the initiative for a lasting peace else the Armistice, whenever it comes, will be an empty and hopeless victory and a mere interlude between greater and more devastating destruction.

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ideas in the light of scientific discovery, and thus a magnificent opportunity to promote harmony of understanding among men has been delayed.

It is often said that peace is an economic problem—that it cannot be secure until there is a fairer apportionment of the world's resources. I happen to believe this,

although I know that one can be happy with very little, nor am I fool enough to think that wealth breeds goodness and harmony of itself. But I do know also that the slum districts of cities produce outlaws in much higher proportion than do the homes where people have enough for their needs. And in rural America, the greatest source of waste and disorder lies in the fact that impoverished and backward families cannot provide surroundings which will train their children to create anything better than the conditions under which they have grown up. What is true within a state like Oklahoma is true within the family of nations. Poor and undernourished people may not have the vitality to start trouble; nevertheless, they are ready to listen to troublemakers. Japan, with less than a quarter of an acre of crop land per person, is giving us a run for our money.

It has become a stock gag for editors and cartoonists to laugh at Henry Wallace's suggestion of a quart of milk daily for every child in the world. The facts are that we know very well what it takes to nourish well-developed human beings to maturity, and that a high proportion of human beings never get it. It also is a fact that the earth could provide it. I do not think for a moment that Mr. Wallace has visions of converting the United States into a universal dairy. But I do think that he believes it our duty, by promoting interchange of goods and services and by giving others the benefit of our knowledge and advice, to help the people of the world to achieve an adequate human diet.

So far as peace is an economic problem, it cannot be solved without scientific honesty in balancing the world's books. We must know what we have to deal with in the way of resources. We must know what is necessary to sustain the world's population. We must understand human nature, for whatever else it may be, economics is a study of human behavior. In short, we cannot solve the world's economic problems without the aid of natural science.

Peace is not only a spiritual and economic problem. It is a political problem of first magnitude, too. The making of a just peace will call for superb political talents, backed by the will of the common people. Such a peace will not happen of itself. You must make your will known, and the proper channel is through your local community.

What has science to do here? A great deal, I can assure you. Where we know the facts, we can narrow down the area of uncertainty and dispute and thus have more hope of getting somewhere. We can avoid much tragedy, to say nothing of hot air and confusion, if we know the facts. This is supremely important in the making and establishment of peace. William E. Borah was a lover of peace, but