

ENGLISH FOR

VICTORY

375.  
1567

UNIVERSITY  
OF FLORIDA  
LIBRARIES



EDUCATION LIBRARY

FLORIDA CURRICULUM LABORATORY  
COLLEGE OF EDUCATION · U. OF FLA. AND  
STATE DEPT. OF PUBLIC INSTRUCTION  
P. K. YONGE SCHOOL · GAINESVILLE, FLA.

*Source: Purchased by State Dept.  
of Education*

375.4  
N

# *English for Victory*

A MANUAL OF  
PRACTICAL MATERIALS  
FOR THE ENGLISH CLASSROOM

THE NEW YORK CITY  
ASSOCIATION OF TEACHERS OF ENGLISH

## New York City Association of Teachers of English

---

### Officers

CLARA A. MOLENDYK, President  
Lafayette High School

JESSE GRUMETTE, Vice-President  
Abraham Lincoln High School

RUDOLPH COOPER, Secretary  
High School of Music and Art

ALICE FEUERSTEIN, Treasurer  
Julia Richman High School

### Executive Committee

MARY CARRILLO  
Wadleigh High School

ARTHUR GOLDWAY  
Bronx Vocational High School for Boys

ELIZABETH SMITH  
New Dorp High School

EDWARD STASHEFF  
Christopher Columbus High School

GEORGE SULLIVAN  
Long Island City High School

SHIRER VAN STEENBERGH  
James Madison High School

ALICE VIERHAUS  
Junior High School No. 57, Bronx

## ACKNOWLEDGMENT

Grateful acknowledgment is made to the following teachers and committees:

The hundreds of resourceful and creative New York City teachers of English whose contributions made this book possible,

The members of the War Sources Committee (Simon Certner, Ernestine Fleischer, William Frauenglass, Arthur Goldway, Henry Goodman, Clara Molendyk, Charles Spiegler, and Edward Stasheff) who solicited and organized these materials,

The members of the War and Peace Materials Workshop Committee (Simon Certner, Henry Goodman, Jesse Grumette, Blanche Katz, Rose Nurnberg, and Charles Spiegler) who edited and supplemented the work of the War Sources Committee,

The members of the Summer 1943 Workshop Committee (Emma Cohen, Esther Ducat, Stella Eliashow, Dorothy Kasdan, Hortense Levisohn, Edith Leunig, Felix Sper, Charles Steingart, Lillian Stern, Margaret Nolan, and Maxwell Nurnberg, co-chairmen) who compiled *Books Go to War*,

Abraham H. Lass and Maxwell Nurnberg who helped prepare the manuscript for publication,

Associate Superintendent Ernst and to Assistant Superintendent Moskowitz who gave their encouragement to the project.

Shirer Van Steenbergh  
Chairman, War Sources Committee and  
War and Peace Materials Workshop Committee

*Cover by Ernest Costa of Abraham Lincoln High School.*



## CONTENTS

|   |         |
|---|---------|
| INTRODUCTION .....                        | vii-x   |
| FORMING OPINIONS .....                    | 1-14    |
| A. The Newspaper .....                    | 1-7     |
| B. The Radio .....                        | 7-13    |
| C. Motion Pictures .....                  | 13-14   |
| EXPRESSING OPINIONS .....                 | 15-23   |
| A. Public Discussion .....                | 16-19   |
| B. Talks .....                            | 19-21   |
| C. Conversation .....                     | 21-23   |
| DEVELOPING VERBAL POWER .....             | 25-48   |
| A. Reading .....                          | 25-28   |
| B. Vocabulary .....                       | 28-34   |
| C. Writing .....                          | 34-44   |
| D. Oral English .....                     | 44-48   |
| A BETTER WORLD .....                      | 49-66   |
| A. Frank Discussions .....                | 49-53   |
| B. The Home Front .....                   | 53-54   |
| C. Ideals We Fight For .....              | 55-56   |
| D. Brotherhood .....                      | 56-66   |
| LITERATURE IN TODAY'S WORLD .....         | 67-84   |
| A. Values in Standard Texts .....         | 67-71   |
| B. Detailed Units .....                   | 71-77   |
| C. The Poetry of Flight .....             | 78-81   |
| D. A Fistful of Fighting Quotations ..... | 81-84   |
| BOOKS GO TO WAR .....                     | 85-108  |
| SOURCES OF ADDITIONAL MATERIAL .....      | 109-115 |



## Introduction

*"No one of (this country's) millions of inhabitants has anything more important to do than take part in this war. No personal ambition, no desire for security for self and family, no desperate wish to escape the conflict can be allowed to count now. This is the high hour of decision—not for a national government in Washington, nor for the military command, but for each one of us. What we do is what matters, and our future will be shaped by our present actions.*

*"For this war cannot be fought by others; we cannot leave it to our neighbors or our friends or to some abstract person who lives in another town. It is our war, and we must fight it. Nothing can help us if we shirk the task that has been thrust upon us now."*

*Philip Van Doren Stern*

### English Today

The words quoted above strike the keynote of English teaching today which aims to contribute to total victory and to a sound and durable peace, a peace that will herald that better world that all men of good will anticipate. This aim implies no essential change in permanent objectives; the intense urgency of the war has simply pointed up our goals, thrown them into sharper relief.

Agreement is quite general that the role of English in education today is that of a solidifying and synthesizing force. It is an instrumentality for intensifying in students a consciousness of the part they have to play in the ultimate victory. Its outcomes should be a wholesome quickening of the emotions and a strengthening of faith in American ideals.

As teachers of the subject, it is ours to hold high the torch that will illuminate the path to brotherhood and freedom. By precept and example, by enthusiasm and activity, we must be positive forces for good—allayers of fears, builders of morale, clarifiers of thoughts, inspirers of confidence. To the degree that we prove to be such, to that extent shall we succeed in our high purpose.

These goals do not in any way imply a head-in-clouds utopianism, or a trafficking in meaningless generalities and fatuous abstractions; they are not posited on the naive assumption that social gains come easily or quickly. On the contrary, we should like nothing better than to see our students recognize facts for what they are, and taking into account all facts, good and bad, hold firmly to their purpose, "to strive, to seek, to find, and not to yield."

One implication of these aims is that English is peculiarly fitted to act as a unifying factor in education today. Since it deals largely in verbal skills and powers rather than in a static body of knowledge, its content is variable and can include on equal terms the contemporaneity of today's newspaper and the universality of great truth. English, therefore, of all subjects, is the most readily adaptable to the immediacy of student needs, problems, experiences, interests, and aspirations. It is in this adaptability and flexibility that the subject finds its distinctive usefulness.

In summary, the situation is simply this: These, our students, will fight and die for us in this war; they will come to grips with the problem of rehabilitating the embittered, impoverished, and brutalized peoples of Europe; they will face the challenge of that inchoate "better world" that is to come; they will have to adjust themselves to and master this unpredictable world. Their challenge is our challenge; their fight, our fight. We are the ones who must help them, as much as in us lies, to become worthy of that challenge, to steel themselves for that fight.

*Can we do less?*

### **The Nature of These Materials**

This manual is a practical attempt to implement the teaching of the war and its long range implications in the English classroom. Its method is to present lessons, devices, approaches, procedures, and suggestions that will help us to achieve the aims outlined above. Its sources are completely cooperative consisting exclusively of voluntary teacher contributions which are couched, for the most part, in the original words of the contributors. Its contents are the creative actualities of today's classroom struck off in the heat of the present conflict to meet genuine and urgent needs.

As a collection of approaches, this publication makes no claim to exhaustiveness. It is not a text, but merely a set of practices which

are likely to be helpful. Teachers are invited to make all modifications and refinements they deem necessary. The only question of real consequence is this: Does a given suggestion contribute to our common goals of victory and a peaceful, ordered, and just world?

By and large, the content represents attempts to achieve aims through the traditional avenues of approach in English; the procedures should, for this very reason, prove permanently useful. The subject matter of some of the lessons may be dated, but the lesson patterns will serve as guides for the use of current material.

The editors have made a conscientious attempt to include, at least in summary form, the greater portion of all the material received. The sheer weight of contributions, however, precluded the complete realization of this intention. Questions used to test whether a unit should or should not be included were:

1. Will this unit help us
  - a. to strengthen our democracy within our gates
  - b. to establish friendly understanding of our allies
  - c. to comprehend the sinister foe whose attacks upon us launched our participation in this war
  - d. to prepare the way for a just and lasting peace?
2. Does it have at least one distinctive feature?
3. Is it usable in its present form?
4. Is it likely to suggest other ideas to teachers?

### **Suggestions for the Use of Materials**

Teaching is an intensely personal matter depending for its felicitous outcome more on warmth of personality and the subtleties of human relations than on mechanical devices no matter how ingeniously constructed. It is a creative enterprise. Materials must be synthesized by and through the teacher himself before they are ready for use. Otherwise, even the best materials become mere lifeless pages.

It is, therefore, highly desirable that a teacher do his own original thinking and planning first and that he then consult sources like this handbook to discover how, if at all, he can enrich or improve the unit he had in mind. Materials exist only to supplement and reinforce the creative efforts of the teacher. It is the teachers' task to adapt, grade, modify, and combine units here presented as his needs dictate.

Finally, we must keep in mind the living materials with which we work, the pupils themselves. Lessons and procedures must either come alive for them or lose their meaning entirely. Boys and girls must feel real emotions, conduct real investigations, and have real experiences—not their counterfeits in the form of verbalizations and still more verbalizations. The mere mouthing of democratic beliefs and high-sounding ideals becomes so deadening that it defeats its own purpose. Revelation through guided experience, on the other hand, is education.

The editors hope that these suggestions will help invigorate us in our present task and give impetus to our “getting on with the job.”

# Forming Opinions

The public's ability to form sound and intelligent opinions is the rock upon which our democracy is founded. The development of that ability, a principal objective of English teaching, assumes a uniquely critical importance in the hours of decision that lie ahead. Basic to the achievement of this goal, naturally, is the growth of skill and power in the handling of the major opinion-molding agencies—the newspaper, the radio, and the motion picture.

That we are all aware of the importance of these forces in fostering an enlightened public opinion is evidenced by the fact that we have, in the past, made units of study in these fields part of our courses of study. In undertaking the teaching of lessons such as those that follow, we are merely carrying on normal peacetime work in a wartime setting.

## The Newspaper

### How to Read the News

This is the title of a pamphlet prepared by Ruth Strang of Teachers College and published by the U. S. Office of Education. It may be purchased from the Superintendent of Documents, Washington, D. C., for fifteen cents.

This pamphlet contains an excellent chapter on *Thinking Straight in the Present Emergency*. Some useful quotations from this chapter follow:

"There is (overwhelming) evidence that instruction in newspaper reading makes high school students more critical of what they read."

"The problems are: to encourage wider reading of the news; to make that reading more efficient, discriminating, and impersonal; and thus to render more intelligent and realistic our defense of democracy."

"Motivated by self-interest, the individual will probably read the news that affects him personally. For this reason guided reading of

the news is part and parcel of the larger problem of developing social sensitivity and a 'we-centered' rather than an 'I-centered' point of view."

"The effective reader of the news is highly motivated. His interest is keen. Newspaper reading should be tied to a purpose outside himself. Thus motivated by the need to understand current social problems, the student finds that newspaper reading is actually easier than it would be without a high degree of interest."

The following reports of procedures in the use of the newspaper are indications of the ways in which some teachers have made concrete applications of the foregoing suggestions.

### Weekly Study

My aims were to establish the habit of systematic newspaper reading, to acquaint students with different sections of the newspaper, and to show how, even in the same newspaper, points of view on news events differed.

As a first step, I had *The New York Times* delivered to my classes every Monday for ten weeks. The first part of each lesson was given over to reading assigned parts of the paper on a given topic. One group, for instance, read all the front page news on the Solomons situation; another read the editorial on this piece of news; and still a third read Hanson Baldwin's or Anne O'Hare McCormick's column.

Discussion centered around such topics as: What are the facts? What conclusions may be drawn from the facts? What opinions are found in the newspaper? How do they differ from our conclusions?

The assignment called upon students to follow up the story of the events in the Solomons during the week in their own newspapers. Discussion at the close of the week was based upon two questions: What is the significance of this campaign in World War II? What do we learn about newspaper statements of fact and opinion?

This work stimulated reading outside of school (*Guadalcanal Diary*, *Headhunting in the Solomon Islands*), the bringing in of pictures and maps to supplement arguments, and the reading of columnists on other newspapers; e.g. Raymond Clapper, Samuel Crafton, Dorothy Thompson, Walter Lippmann. The voluntary nature of the activities evidenced, to some degree, the achievement of our original aims.

### Reliability of News Reports

My students had been asking such questions as, "Aren't newspaper stories propaganda? Don't they print many false reports?" To reveal to them the varying degrees of credence that should be attached to news items, I first had them learn the meanings of the following terms relating to news sources: *communiqué*, *dispatch*, *rumor*, *confirmed*, *informed observers*, *unimpeachable sources*. The class then arranged these sources in their approximate order of *authoritativeness*. The assignment was to bring in old news items and compare the frequency of error in the article with the positions of sources on the scale.

Discussion questions that clarified the matter still further were:

1. Why are enemy war communiqués more reliable than enemy news broadcasts?
2. List some of the recent enemy lies that you have seen in print or heard over the air.
3. Mention some rumors that you have been tempted to believe only to find out later that they were untrue.
4. Show how two newspapers reporting the same story can create totally different impressions in the minds of readers.

The radio program, *The Rumor Detective*, (WOR, 6:30 p.m. Sunday) provided excellent supplementary material.

### Newspapers Compared

The violent disagreement of my students on matters of war policy could be traced directly to the influence of different newspapers. Responses to questioning revealed that the five most popular were: *The News*, *The Sun*, *The Mirror*, *The Journal-American*, and *PM*. We decided to devote each Friday for a four week period to a classroom study of the five newspapers in order to see what their policies of news interpretation were. As illustrative of the procedure, let us consider the treatment of the topic chosen for consideration in the fourth week, *The Raising of the Siege of Stalingrad*.

First, the student chairman called to the front of the room students who had been designated to cover the various newspapers. These boys and girls were paired off according to the papers on which they were reporting and were asked to stand at various points in the room. The remaining students divided themselves among the five groups. For the first ten minutes of the period, there was an

intra-group discussion, the members of committees giving news items, cartoons, editorials, and columns to their chairmen.

Chairmen's reports followed. As each report was given, it became obvious to all that the news of the raising of the siege of Stalingrad was the same in all papers. The difference lay in the amount of space that was given to the news item. *The Sun* and *The World-Telegram* had almost identically worded press dispatches. *PM* had several pages of feature articles on the background of the siege and life within the city of Stalingrad. *The Mirror* and *The News* subordinated it to other news.

Reports on comparative editorials followed. The class came to realize that the editorial page aimed to influence public opinion. One editorial, for example, suggested that since Russia was doing so well, the United States might confine itself to providing food and ammunition for our Allies and refrain from sending men into combat, since, it intimated, we were not really fighting our own war and we should spare ourselves bloodshed.

At the end of this four-week comparison of five newspapers, most of the students agreed on the following points:

1. That being pro-Russian was identical with being pro-United Nations and bore no relation whatsoever to being pro-Communist.
2. That an editorial policy of appeasement was dangerous since it played into the hands of the enemy.
3. That it was desirable to read newspapers with varying points of view in order to weigh their arguments, analyze their methods, and appraise them.
4. That newspapers can influence opinion in a variety of questionable ways; e.g. position and space given to a news item, subtle coloring of the news, the tone of the headline, and the use of "emotionalized" words.
5. That a newspaper's policy and point of view must be taken into account by the reader.

### Evaluating Editorials

The great majority of American newspapers are trustworthy and responsible, particularly where matters pertaining to the nation's security are concerned. Although the appeaser newspapers are few in number, they are widely circulated and their editorials do not truly

reflect the best interests of the nation. The following method can be used to test the sincerity of newspapers in their total allegiance to our war and peace aims.

### *Method*

Before a questionable editorial is studied, a general theory is built up from American ideals. When the editorial is finally studied, the insidiousness of its intent is clearly exposed by contrast. Each article examined presents a specific problem with a specific set of values and ideals involved.

### *Example*

One editorial studied scoffed at the efforts of well-known stars to sell war bonds to their public, sneered at them for becoming exhausted at this work, belittled voluntary purchases of war bonds in general, and suggested the newspaper's own formula of a national lottery which it advocates in place of war bond sale by persuasion.

### *Step One: Building up the constructive theorem by means of questioning*

1. What efforts have you seen, heard about, or read about of members of the movie colony to stimulate the sale of war bonds?
2. In what other ways that you know of has Hollywood proved itself patriotic and eager to help win the war?
5. Mention one specific instance of how a public figure, such as an actor or actress, has filled you with an added conviction of the great need to buy war bonds.

### *Step Two: Applying the theorem to the editorial*

The teacher or a pupil reads the editorial aloud. The discussion that ensues reveals the chief objectives of the editorial writer. Then the judgment of the editorial is tested by the touchstone of the criteria worked out by the class in the early part of the period. The gap between the idealism and honesty of the class and the trickery of the editorial writer becomes clear and unambiguous.

### *Step Three: The writer's hidden purpose*

1. In what way does this editorial hamper our war effort?
2. Why was it written?

5. What would the average newspaper have written on the same subject?

(Assignment:

- a. Find one editorial or article in another newspaper that does say what should be said;
- b. Write the desirable editorial yourself.)

### Evaluating "Letters to the Editor"

Many of the letters admitted to the readers' forum columns of the appeaser press are griping, destructively critical of our war effort, and nasty in tone; few criticize the enemy. The editor alone is responsible for the appearance of these malicious letters. He need not publish them; but such mail seems to be encouraged as a matter of policy.

It may be stated by some naive student that some letters printed in these columns criticize the newspaper itself, or support the government's war effort or speak in favor of our allies. A cursory examination of these letters will show that they are few in number and that many are so illiterate, so hot-headed, and so poorly worded that they cast a shadow on the very cause they purport to espouse, even though it be a just cause. The editor cold-bloodedly chooses to print letters of this type for the purpose of embarrassing righteous causes under a pretense of impartiality.

#### Example

The following letter is chosen for its brevity. It will illustrate the tone of the others. The method of hamstringing their effects by means of specific, constructive criteria will be made clear through the questions.

#### The Editor

Dear Sir:

*Is this Russia?*

*A half million Detroit workers have been frozen to their jobs by official edict. The next order will probably be: Stay on the job or face the firing squad.*

*What has happened to The American Way?*

(signed) *Friend of Labor*

*Step One: Questioning designed to crystallize student ideas on the topic*

1. What is labor pirating?
2. Why does American labor agree that it is necessary to end pirating?
3. Tell of one way in which an American worker has shown himself desirous of contributing to victory even at the cost of considerable sacrifice to himself.
4. Does our alliance with Russia commit us to anything beyond military cooperation?

*Step Two: Reading the letter or copying it on the board for all to see*

*Step Three: Questioning the class as to the hidden purposes behind the letter*

1. Is the writer of the letter a typical worker?
2. How do we know that he is not one of the Detroit workers affected by the ruling?
3. What reasons can you give for the tone of the letter?

## The Radio

### My Favorite Commentator

In a lesson which aimed to raise the standards of students' radio listening habits, the class discussed the following points:

1. What makes him (my favorite commentator) worth listening to?
2. What is his distinctive contribution to news analysis?
3. What, if any, questionable devices does he use? (Building up of straw men, parroting of newspapers, use of sensationalism, spurious emotion, meaningless generalities, padding, unwarranted repetition).
4. In what respect, if any, does he represent a biased point of view?
5. What is his rank among commentators?

Students listed the names of principal commentators on the board and next to each, his outstanding virtues and deficiencies. Then the class rated the commentators and discussed the question: Which ones are making positive contributions to the building up of a sound public opinion?

Some commentators whose broadcasts provide good material for discussion are: Hanson W. Baldwin, H. R. Baukhage, Cecil Brown, Raymond Clapper, Upton Close, George Hamilton Coombs, Samuel Grafton, Arthur Hale, Edwin C. Hill, Quincy Howe, John Hughes, Rupert Hughes, H. V. Kaltenborn, John Kennedy, Frank Kingdon, Arthur Krock, Fulton Lewis, Jr., Sydney Mosely, Bryce Oliver, Drew Pearson, Paul Schubert, Lisa Sergio, William Shirer, Robert St. John, Johannes Steel, Estelle M. Sternberger, Paul Sullivan, Raymond Gram Swing, Cal Tinney, John Vandercook, Westbrook Van Voorhis, Wythe Williams, Walter Winchell.

### **Town Hall of the Air**

(The class may form a Town-Hall-of-the-Air Club.)

The class continues the discussion heard on any of the principal radio forums in an attempt to reach tentative conclusions on the problem. Before listening, each student lists his present ideas on the subject.

In carrying out this unit, the class listens to a given program and takes notes on the main arguments advanced by the speakers. In class the next day, students summarize the ideas presented on the radio program, and in an extension of the original discussion, present their own opinions. At the conclusion of the lesson, the students, taking into account the ideas presented over the air and in class, write their revised opinions. They underline or otherwise mark off various modifications in their original viewpoints and try to trace their origins.

Concluding questions:

1. Which students' opinions were modified: a. greatly? b. slightly? c. not at all?
2. In each case, what were the most influential factors? (Listener's fixity in point of view, persuasiveness of speakers, new evidence, logical reasoning, emotion).
3. What are the main weaknesses and virtues of programs of this type?

Write your suggestions for improvement of the program. (If the class agrees that the suggestions are significant enough, a committee can be designated to draw up a letter and send it in the name of the class.)

Students should be encouraged to follow the topic up from the standpoint of its relation to the general welfare.

## Radio Speeches

The best opinions of the best qualified minds in America are available to all, not merely in print, but as first hand communication. Franklin Roosevelt, Winston Churchill, Wendell Willkie, Henry Wallace, and a host of others come to us "in person." No opportunity presented English teachers was ever more golden.

Our function is to insure habits of intelligent, appreciative, and critical listening to worthwhile public addresses. Outcomes should comprise an enrichment of student opinion on important questions of the day, a raising of students' own standards of speech, and motivation for studying other important speeches of the past and present.

Important aids to the teaching of speeches are the magazine, *Vital Speeches*, newspaper reprints of speeches, the OWI pamphlets entitled *Toward New Horizons*, and texts such as *Great American Speeches* published by Lippincott.

The following lessons are based on Wendell Willkie's speech of October 26, 1942 made upon the completion of his 31,000 mile globe-girdling trip as emissary of the President. (Important points in the speech were: This nation's "reservoir of good will is leaking" because of failure to deliver expected aid and because of doubt about Anglo-American war aims. "If I were to tell you how few bombers China has received from us, you simply wouldn't believe me. 'Is there to be no charter for the billion people of the East?' was a frequent Asiatic question. Now is the time for the U. S. "to accept the most challenging opportunity of all history—the chance to help create a new society in which men and women the globe around can live and grow invigorated by freedom.") This speech is reprinted in *Toward New Horizons*, No. 3. (*Proposals for a Free World*).

## Wendell Willkie's Speech

### Aims:

1. To acquaint the students with the idea of a global war and a global peace.
2. To present some of the most burning current issues.
3. To show the workings of full freedom of speech.
4. To learn to evaluate current ideas from reading and discussing current speeches.

*Preparation:*

1. The class discussed Mr. Willkie, the importance of his mission, and what students recalled having read about his world journey.
2. Students were asked to
  - a. listen to the speech;
  - b. jot down notes on the content of the speech as well as on the speaker's delivery;
  - c. bring to class a newspaper in which the speech was reprinted, and
  - d. read a front page account of the speech.

*Suggested Lessons:*

Out of the many possibilities, three alternative approaches are herewith presented.

## UNIT I.

*Lesson I:* The class discussed American freedom of speech as exemplified by Willkie's adverse criticisms, permitted and encouraged by Franklin D. Roosevelt, former political antagonist. It then considered the fairness of Mr. Willkie's criticisms on the following situations: delay in starting the second front, the withholding of military news, the weakness of our diplomatic policies (first and second class allies), the government's lukewarm attitude toward Indian affairs, the non-extension to the Orient of the Atlantic Charter, the insufficiency of matériel sent to China, the questioning of the Allied policy of global peace.

*Lesson II:* (Referring to the text of the speech, but refraining from reading editorials or editorial letters, members of the class had written either an editorial or an editorial letter on one of the points discussed.)

During the first part of the lesson, students read aloud editorials and editorial letters appearing in *The New York Times*. Newspaper reactions to the speech were then compared with the previously expressed opinions of the students. This comparison and the discussion growing out of it appeared to contribute to students' maturity of outlook.

## UNIT II.

Pupils discussed the various points of the speech. This discussion revealed that they could not always state clearly what the speaker had

said. Frequent difference of opinion among members of the class as to what the speaker actually had said, necessitated recourse to the printed words in the newspaper. There was also considerable difference of opinion as to what the most important points in the broadcast were. The teacher, with pupil assistance, then listed the various points of the speech on the blackboard. The class selected what it considered the most important parts of the speech.

The period's discussion thus yielded a summary of the main parts of Mr. Willkie's broadcast, but the pupils revealed that their understanding of these points was only superficial. Thereupon, the teacher suggested that since they were dealing with the thoughts of a man whose opinion was highly respected the world over, students might find it worthwhile to probe into his words somewhat more deeply and thus arrive at a better understanding of his political philosophy. The points of the speech that the class had selected as being most important were: the heroic struggle of the Russians and their request for a second front, British imperialism, our position in the Far East, and the role of our State Department in shaping our foreign policy. Class committees were formed for the purpose of studying these topics at greater length and reporting to the group in some detail. The conclusion of each talk was to include a clear statement of Mr. Willkie's position and the respects in which the speakers agreed or disagreed with it.

The class discussion which grew out of this procedure proved to be much more provocative, pointed, and mature than was the original discussion.

### UNIT III.

This unit was a straightforward discussion of the basic ideas of the speech and their implications. It grew out of the pivotal questions which follow:

1. What are some of the conditions Mr. Willkie saw which enabled him to contend that our "reservoir of good will" was "leaking dangerously"?
2. Why did the United States suffer when the question of India's freedom arose? (What is meant by the colonial system? The Commonwealth of Nations?)
3. What is beginning to happen because of our attitude toward nations of lesser importance ("second-class")?

4. Why does Mr. Willkie consider rigid censorship a serious handicap to the winning of the war? Why does he give France and Egypt as examples?
5. What does he mean when he says, "We must win the peace."? What does he mean when he says, "There can be no peace for any part of the world unless the foundations of peace are made secure throughout all parts of the world."?
6. Why are the peoples of the world not willing to accept imperialism? What should peace bring to them? ("The big house on the hill surrounded by mud huts has lost its awesome charm.")
7. Why should America play an active part in bringing the four freedoms to the world?
8. What is the picture Mr. Willkie draws of the future, the world of tomorrow?

Conclusion: If Mr. Willkie's ideas are realized, will the war have been worth the cost?

### Class Radio

Programs designed especially for the use of schools during school hours are not uncommon. The Board of Education's Station WNYE arranges a series of programs each year to supplement the regular class work in most subjects. It is advisable to secure the schedule for such broadcasts from The Board of Education Studio, Brooklyn Technical High School, 29 Fort Greene Place, Brooklyn, N. Y.

Station WNYC and The Columbia Broadcasting System (*The American School of the Air*) often prepare series of programs designed for classroom listening. Alert departments will keep in touch with the major broadcasting systems for the purposes of learning what educational programs are planned and of acquiring whatever teaching aids they make available for schools.

The awkwardness of this type of work, of course, is that the programs rarely coincide with the teaching periods desired. The obvious solution is to tune in the program at some central point, such as the auditorium or an otherwise unused room, and invite students who are free or who can be excused, to listen with a view to reporting to the class.

Another method is to use the radio as a teaching adjunct only

with the class whose English period includes or coincides with the time of the broadcast.

### Radio Aids

Students should be encouraged to select programs that supplement topics being taken up in class. Their choices can be facilitated by a posted schedule of worthwhile programs, this schedule to be revised from time to time. A class radio reporter will be glad to keep this guide up to date.

Material and procedures that will improve the quality of student listening are preliminary discussions, listening guides provided by broadcasting companies, and questions that may be answered by the program.

The National Broadcasting Company will send upon request a schedule of its Public Service Programs conducted under the supervision of Dr. James Rowland Angell. These programs include, among others, *For This We Fight*, *America's Town Meeting of the Air*, and *The Chicago Round Table*. The Columbia Broadcasting Company offers a similar service.

### Motion Pictures

Motion pictures wield a powerful influence on American attitudes and opinions. We, as educators, would be well-advised to avail ourselves of the tremendous "lift" that this educational force can give us in our attempts to help improve the soundness of public opinion. Nothing that we can think of as visual or auditory aids can even distantly approach in value the realism of the sound films. It is, therefore, in the student's best interest that we help him to become a better-prepared movie goer, and to discover ways by which motion pictures can contribute to his growth as an effective, democratic citizen instead of merely forming the most convenient avenue of escape from reality.

Good English lessons based upon, growing out of, or touching upon motion pictures abound. A few approaches wherein the movies can contribute to the creation of an intelligent public opinion follow.

### Current Features

Of the crop of pictures that purport to give authentic accounts of the contemporary world, the genuine ones must be distinguished from the counterfeit. In the past year, for example, excellent releases

were *Hangmen Also Die*, *In Which We Serve*, *Mrs. Miniver*, and *Action in the North Atlantic*; *China* was typical of the films that failed utterly of their purpose. Discussion often arises spontaneously from the picture's central idea with special scenes used for illustrative material. Knowledge which students have from other sources serves to make the discussion more substantial. Conclusions should concern appropriate attitudes and courses of action.

### Government Shorts and Documentary Films

As supplementary material to class projects and discussions, these short films are invaluable. Pictures like *Desert Victory*, *The Murder of Lidice*, *Blabbermouth*, and *Report from the Aleutians* can do much to develop in students an understanding of the war in all its aspects and implications.

### Dramatizations

The magazine, *Scholastic*, frequently prints the scripts of scenes from significant motion pictures. Students enjoy dramatizing such scenes and committees of students readily volunteer to arrange programs which will include presentation of the facts of the story up to the point of the given scene, the dramatization, and a discussion on the situation around which the picture is built.

### Films Shown in the Auditorium

Hundreds of worthwhile films which aim to develop keener insights into the issues confronting the world are available for school use. An economical procedure for English classes follows:

1. Select a series of three or four films on a subject that English classes plan to discuss; e.g. *The United Nations*.
2. On a given non-assembly day each week, show one of the films during each period of the day.
3. Permit English classes to report to the auditorium instead of to their regular rooms.
4. Base the next day's lesson on the film.

Of course, preliminary discussions will have insured student interest and anticipation, and questions previously assigned will form the basis of the lesson.

For a rather exhaustive list of films see *Films for War Curricula* by S. J. Bernhard in *High Points* of February and June 1943. See also the same writer's excellent article, *A Unified Visual-Aid Approach* in the January 1942 issue of *High Points*.

## Expressing Opinions

Pure democracy was ideally represented by the early New England town meetings. Although the nation has grown to proportions that preclude government by direct meetings of the citizenry, facilities exist whereby all who have something to say may secure a hearing.

Our obligation, after students have acquired some insight into how to form sound and reasonable opinions, is to acquaint them with ways of communicating their ideas with a maximum of effectiveness. We must so organize our teaching of oral and written expression that students recognize and use the best medium for the particular purpose they may have in mind. Suggestions follow.

1. Oral expression of opinion should be organized according to a preconceived scheme; e.g. panel discussion. It should involve an aim based upon the recognition of a problem and should induce full and open discussion. The interchange of opinion should lead to summaries, conclusions, statements of lines of cleavage, resolutions, recommendations for courses of action, and the taking of action wherever possible and advisable.

2. Discussions should take place only after careful, well-motivated preparation. If student investigation does not precede a discussion, the result may be a sorry pooling of ignorances, glib remarks, and prejudices rather than a true meeting of the minds.

3. Students should be educated in the art of courteous controversy so that it remains possible to retain the highest regard for a person's integrity and at the same time differ completely with his point of view. There should be a willingness to modify one's point of view in the face of new and significant evidence.

4. Cooperative thinking, representing the attempt of the group to contribute to the solution of a common problem, should take precedence over knock-down and drag-out debates. The point of view should be established that we all want the same ultimate social goals and we wish to hear the results of everyone's best thinking on specific problems. Differences of opinion are to be welcomed as oppor-

tunities to work toward best solutions, not as opportunities to gain the hollow triumph of victory over opponents who happen to be less glib or who refuse to resort to hysterics and histrionics in order to "prove" that a wrong opinion is right.

Written expression should find outlets through realistic channels rather than through artificial media. Letters that are actually mailed represent one form of realistic writing. There are many occasions for sending letters to the editor of a newspaper, to the school newspaper, to legislators, to friends, to men in the armed forces. Sometimes the best letters in the class can be mailed; sometimes a composite letter containing the class' best ideas can be sent. The main requisite is that the writing should be sincere and that an audience (the class) should hear it. The dominant feeling of the writers should be one of success in making their ideas felt, of being articulate.

The following suggestions and devices are presented in the hope that they will contribute in some measure to our goal of producing an active citizenry that not only has strong convictions pertaining to the general welfare, but that has the expressional skill that will help to translate those convictions into realities.

### **Public Discussion in Wartime**

The mimeographed booklet of this title created by a workshop group is an invaluable aid. Copies may be secured from Miss Evelyn Konigsberg, Richmond Hill High School, Queens, N. Y.

Some important features of this work are:

1. The aims, objectives, and outcomes of group discussion.
2. The forms of group discussion distinguished as to purpose, participants, and procedures. (These include: group discussion, round table, panel, forum, and symposium.)
3. Detailed outlines on methods and procedures for each type of discussion.
4. Sources of materials for discussions on *The Civilian and the War*.

### **The United Nations—Discussion Guide**

This pamphlet published by The U. S. Office of Education contains invaluable information and questions for discussion related to the United Nations. The sections on *What Are These Nations Fighting For?* and *Can These Nations Stay United in Peace?* are in no sense

dated. The plentiful questions for discussion and the reading suggestions are extremely helpful.

This and other useful current material may be secured from the U. S. Office of Education, Washington, D. C.

### **Suggested Topics for Discussion**

Note: The type of discussion best adapted to the topic and the audience should be employed.

Successful discussions on topics such as the following should awaken students to the urgencies of the immediate future, help them to form sound opinions, take intelligent action, and adjust themselves to the changing world.

#### *Winning the War*

1. Are hoarders, patrons of the Black Market, and price ceiling violators essentially pro-Hitler?
2. What possibilities for a stalemate are still open to the Axis?
3. The psychological dangers of victories and defeats in wartime.
4. How can inflation be staved off?

#### *The Peace*

1. What outcomes of the peace conference will constitute our winning the peace?
2. What will constitute reasonable claims for China? Russia?
3. What were the mistakes of the Treaty of Versailles? How can we avoid them in the coming peace?

#### *Global Affairs after the War*

1. Should the United States assume the role of leader in forming a post-war federation of nations?
2. Since England and the United States of America have shown themselves to be predominantly peace-loving and humanitarian, would it be advisable to run the world under an Anglo-American hegemony?
3. What are the arguments for and against an international police force? What can prevent such a force from abusing its power?
4. How will the common man, the world over, come into his own during the coming century?

5. How can the re-education of Nazi-indoctrinated youth be achieved?
6. What steps can be taken to prevent the rebirth of Fascism in any form?
7. Since the Atlantic Charter guarantees every nation the right to choose its form of government, what is to prevent a country's choosing a form of Fascism?
8. What steps should be taken to reduce economic imperialism? Can anything be said in its favor?
9. How can a new League of Nations be assured of success?
10. How can we reduce such causes of war as economic rivalries, racial arrogance, international jealousy, greed, suspicion, fear, prejudice, ignorance, inhumanity, and exploitation?

### *Political*

1. Should eighteen year olds be given the vote?
2. How can the average citizen make his influence felt in governmental matters?
3. How can political abuses of power be reduced?
4. Under what circumstances, if any, would it be desirable for Franklin D. Roosevelt to run for a fourth term?
5. How can the people as a whole counteract the work of pressure groups which effect the passage of legislation for their own private interests?

### *Social*

1. What post-war social reforms in this country are most urgent?
2. What ways are open to alert, public-spirited citizens to bring about needed civic improvements and social reforms?
3. How can the returning men in our armed forces be assured of a job—the right job?
4. What changes in our manner of living does science forecast for us?

### *Economic*

1. Under what conditions, if any, is a fairly stable peace between labor and management possible?
2. How can the economic problems posed by our tremendous war expenditures be solved?
3. What vocations will require the most workers after the war?

4. What are some of the characteristics of the intelligent consumer?
5. What role does the producer cooperative idea play in this country at the present time?
6. What functions do consumer cooperatives serve at the present time?

### *Educational*

1. What curricular changes would you, as the educatee, suggest for secondary education?
2. What changes would you suggest in the teaching of various subjects?
3. How can schools do more to help students vocationally?
4. What are the arguments for and against an education that is largely concerned with cultural background?
5. How can schools help solve the major problems that confront youth?

### **“A Peace Conference”**

After careful preparation, members of the class presented a round table discussion of the coming peace conference following an Allied victory over the Axis; “representatives” of all nations considered peace aims and peace plans. The projection of themselves into the situation helped students to understand the points of view of the various countries.

### **Map Talks**

The use of maps helped to buttress current events reports and to clarify geographic concept in global war.

### **The Experts Talk**

Members of the class joined one of several committees which were formed to investigate and report on various aspects of the war. Each member of a given committee became an “authority” on one phase of the topic. The reports; (e.g. The Commandos, The Flying Tigers, American Heroes) proved fascinating to the audience while the knowledge that the rest of the class depended on them for facts inspired speakers to make their reports thorough, accurate, and interesting.

### Headlines Contest

Pupils submitted headlines that told of important events, and that, at the same time, included war vocabulary studied another day. The headlines were put into a hat, drawn, explained. Students' acquaintance with the facts of the war was made sharper as a result of playing this little game.

### The Melting Pot

The class conducted a symposium in which speakers presented the contributions of different racial groups to the enrichment of our country. Classes were grouped into committees under a chairman, each group being responsible for the presentation of material connected with one national or racial strain. The work contributed toward the breaking down of prejudices.

### Evaluating News

I found that the subjects chosen by students for current events talks were often of a trivial nature and that they were not using the newspapers to advantage. We decided to choose a topic that they thought important to the world in its fight for improved conditions. Each student brought his particular choice to class and gave us its most important points. We then condensed it to headline proportions and placed it on the board. When about two-thirds of the period was over, we evaluated these items in terms of their being beneficial or harmful to our cause.

I was enabled to see the students' growth in understanding world affairs for, as the weeks passed, they evidenced greater awareness of the significant as distinct from the trivial, and they seemed to see the implications of events more clearly.

### Timely Talks

Students prepared themselves to speak on one of the following topics:

1. A movie which told me something about one of our Allies that I did not know before.
2. A movie that has shown me how the conquered peoples are resisting the Nazis.
5. A movie short or a documentary film that has shown me what

the United States is doing to win either at the front or at home.

4. A radio program that has helped me understand what we are fighting against or what we are fighting for.

The most popular subjects were films such as *Mrs. Miniver*, *The Pied Piper*, *The Mortal Storm*, and *Moscow Strikes Back*. After each report, members of the class joined informally in a discussion, adding their own opinions and questioning some of the ideas expressed. These discussions brought out a surprising wealth of student experience and opinion which, in turn, prompted a series of organized discussions.

### Common Talk

Treating misguided remarks made in conversation according to the method indicated in the following table should prove useful in combating Axis propaganda and the disruptive activities of fifth columnists.

## Where Do You Get Your Ideas?

*Have You Said This?*

"The people don't know what they want. Give them any leader and they'll follow him."

"Internationalism is visionary. We don't want it here!"

*So Has Hitler! . . .*

"The leaders know what they want, the parliamentarians tag along behind the leaders . . . while the masses submit because of their stupidity."

*Mein Kampf, Ch. 26*

"The racial state must not concern itself with the interests of other states, but must battle for its own people. The future will not be guided by international sentimentality, but by soldiers fighting for our nation."

*Mein Kampf, Ch. 26*

"What goes on in Europe is none of our worry. We've got to fix up America and make our own country strong."

"The army taught the individual German to seek national salvation, not in the lying falsification of international fraternity amongst Negroes, Chinese, Frenchmen, Britishers, etc., but in the strength and united force of his own nationality."

*Mein Kampf, Ch. 10*

"We shouldn't be fighting this war. The Jewish capi-

"A Jewish clique has driven America into this war against her better interests

*But Democracy Rings Clear!*

"You may fool all of the people some of the time; you can even fool some of the people all of the time; but you can't fool all of the people all of the time."

*Speech, Abraham Lincoln, April 11, 1865*

"If this war is in fact a war for the liberation of peoples throughout the world, it must assure sovereignty of peoples throughout the world, as well as in the world of America."

*Speech, Under Secretary of State Welles,*

*Memorial Day, 1942*

"There must be not a balance of power, but a community of power; not organized rivalries, but an organized, common peace." *Speech, Woodrow Wilson*

"Oceans shrank . . . Our urban industrial areas in the East became . . . dependent on our agricultural and mining areas in the West. All became increasingly dependent on world markets and world sources of supply." *Speech, Under Secretary of States Welles,*

*Memorial Day, 1942*

"The peace must mean a better standard of living for the common man (all over the globe)."

*Speech, Vice-President Wallace, May 8, 1942*

"The use of a minority group as a scape-goat is one of the oldest devices in history, used by tyrants to

talists in Washington got us into it. Why should we do their dirty work?"

"We've got a lot more to fear from Russia and communism than from the Nazis. After this war is over we've gotta wipe Russia off the map."

"It's dangerous to let newspapers write anything they want. Too many revolutionary ideas get printed."

"Labor Unions are always stirring up trouble. They're more interested in shorter hours and higher wages than in winning the war!"

solely from the Jewish capitalistic point of view." *Speech, April 27, 1942*

"... differences between the United States and the Soviet Union should by rights be much greater than those that have existed between Germany and the U. S. A." *Speech, December 12, 1941*

"The state must watch the press with ceaseless vigilance, and must never be fooled by idle talk about 'freedom of the press'—instead the state must ruthlessly use the press for the service of the state and the nation." *Mein Kampf, Ch. 10*

"The labor union in the Nazi state has not the faintest idea of organizing a class intended to attack another class in the national body. This task really has nothing to do with the labor union, anyway; it was drafted on the unions by the Marxists, in other words, the Jews, who intended to use the unions to destroy national economy and to enslave free nations for the benefit of international Jew finance." *Mein Kampf, Ch. 24*

gain power. Hitler... gained and held power in Germany by the same method. (The Jews were blamed for everything that had gone wrong in Germany).

*Footprints of the Trojan Horse, 1942*

"When we talk about reaching agreement among allied peoples, we must mean the Russian people and the Chinese people as well as the British people and the American people."

*Speech, Wendell Willkie, November, 1942*

"Freedom of religion; freedom of press; freedom of person... these principles form the bright constellation which has gone before us and guided our steps through an age of revolution and reformation."

Thomas Jefferson, March 4, 1801

Message to the AFL and the CIO:

"Labor has played its magnificent part in every great war our Republic has fought, and that it will do so again and prove the indestructible backbone that will determine the present vital struggle is my firm conviction. I have complete trust in the mighty effort I feel sure that you will put forth... May God bless you all for your splendid patriotism."

Gen. MacArthur, April, 1942



## Developing Verbal Power

The unique contribution of English is its conscious, directed endeavor to develop mature, well-spoken personalities. It is the only subject that aims *primarily* to develop the power to communicate ideas effectively and to apprehend accurately the communication of others. Any significant improvement in these abilities is a contribution to our war potential as well as to the establishment of the better world that is to follow.

### Reading

A reading program should aim principally to develop accuracy of comprehension. As much as possible, it should be based on satisfying student needs and should gather momentum as students sense the power they are acquiring and realize the value of this power.

English departments might measure their present effectiveness against the *Check List for Reviewing a Reading Curriculum* prepared by the Division of Curriculum Research of the Board of Education in July, 1942.

### Reading Comprehension

The English Department of our High School maintains for each grade of work a file of precis selections typed on cards and arranged in class sets of forty. Among them is much material pertinent to the war effort and provocative of greater awareness of democratic responsibility.

Two selections, allocated to the fifth and sixth terms, follow: East and west today are one. War has swept the peoples of the world together and whether we are ready for this union or not, we have been forced to it by necessity. The union will continue, whether we want it or not, after the war is over. Not the western peoples alone will make this war, nor will western peoples alone make the peace after the war. For the first time in human history, the whole human race must shape the world.

It is more essential today than ever, therefore, that the peoples of the East and West understand each other in all possible ways. We must know each other. Our faces, our ways of living, our feelings and thoughts must be familiar and comprehensible to each other. But such understanding can only be based upon knowledge and we have not that knowledge. Our allies, the Chinese, are still strange to us, and we are strange to them. Our present enemies, the Japanese, are still less known, and still more strange to us, and we to them. We do not know our own Oriental people, the Filipinos, nor the peoples of India or of Thailand, nor of the Netherlands East Indies, nor do they know us. We do not even know very well New Zealand or Australia, those great western islands in the eastern seas, nor even Russia, a continent whose people is more eastern than western. Nor do these know us any better. Outward circumstances have compelled us now to closeness, but inwardly we are still separate because of our ignorance of each other's peoples.

*Memorandum by Pearl S. Buck*      279 words

"This is the toughest war of all time," the President told the nation. And only a great people, under great leadership, can survive it and win it. Are we a great enough people? No one will question the quality of our fighting men, of the sort symbolized by Lieut. John James Powers, whom the President cited for his single-minded heroism in the Coral Sea Battle. But thus far the people on the home front have not shown greatness. America is a huge slumbering giant that has not risen to the full height of massive strength and moral resolve. Because of the war, our income is higher than ever in history. Despite the war, our living standards are higher than ever in history. The meaning of suffering has not come home to us. It is still an echo from distant climes and alien shores. Suffering is something the Russians are having to bear before Stalingrad; it is spelled out in their blood-soaked earth, their ruined cities, their ditches choked with civilians mowed down by Nazi firing squads.

It has been the constant companion of the Chinese for six years. It is a familiar of the ghettos of the European Jews, and among the silent and sullen men from the mountains of Yugoslavia to the Norwegian fjords. Even these "master" races, the Germans and Japanese, have not by their mastery been able to shut suffering out, as witness their gaunt faces, their bleak dwellings, their ersatz clothing, their

shoddy culture. Shall the Americans pass suffering by with a hasty nod, in this toughest war of all time?

from *The New Republic* 279 words

### Vital Speeches

A committee of teachers volunteered to prepare several of the most significant speeches of the day as a series of reading comprehension units. The questions were graded so that students of different levels of reading ability might make use of the paragraphs. One set of questions called for factual information contained in the paragraph; another called upon the student to select the best title or otherwise show that he grasped the central idea; the third required the ability to draw conclusions from or find implications in the paragraph.

These speeches with questions after each unit were then mimeographed and sets were made available to teachers. The following is an example of a unit taken from Wallace's *Century of the Common Man Speech*.

"I say that the century on which we are entering—the century which will come out of this war—will be and must be the century of the common man. Perhaps it will be America's opportunity to suggest the freedoms and duties by which the common man must live. Everywhere the common man must learn to increase his productivity so that he and his children can eventually pay to the world community all that they have received. Everywhere the common man must learn to build his own industries with his own hands in a practical fashion. No nation will have the God-given right to exploit other nations. Older nations will have the privilege to help younger nations get started on the path to industrialization, but there must be neither military nor economic imperialism. The methods of the nineteenth century will not work in the people's century which is now about to begin."

1. Peace must give
  - a. an American standard of living to the United Nations;
  - b. a lower standard of living to the people of Japan, Italy, and Germany;
  - c. a higher standard of living to men everywhere.
2. The common man
  - a. must increase productivity;
  - b. can take life easy;
  - c. will be free from the drudgery of manual labor.

3. With regard to other nations
  - a. it will still be the white man's duty to rule;
  - b. the industrialization of small nations must stop;
  - c. large countries must be broken up;
  - d. no nation has a right to exploit.
4. Which of the following would you select as the titles for the above selection?
  - a. America's Opportunity
  - b. The People's Century
  - c. The Rights of Small Nations
  - d. Industrialization and Imperialism
5. Since "there must be neither military nor economic imperialism," how will poorer nations manage to develop their own resources?

### Vocabulary

"An extensive knowledge of the exact meanings of English words accompanies outstanding success in this country more than any other single characteristic."—Johnson O'Connor.

#### Words at War

"Words are weapons"—Pearl Buck.

Because of the increasing emphasis on vocabulary in placement tests for the armed forces, Civil Service examinations, and similar competitive examinations for various kinds of positions, it would seem as if the teacher of English has a very natural motivation today for concerted attack on vocabulary extension.

The following list suggests an approach based on words of importance in interpreting the news and in understanding war situations. This same approach, of course, could just as easily be applied to any list of words culled from a particular area of interest, like technical terms in mathematics of science. The list shows how a real understanding of words frequently used in the newspapers or on the radio with respect to the war situation can be capitalized for vocabulary growth of a general nature.

The concomitants of this approach are a guide to better spelling when the students learn the "bricks" by which words are built and an ability to analyze new combinations in the light of familiar components. It goes without saying, of course, that as much of this ma-

terial as possible should be drawn from the student's own background of words. Students' vocabularies are frequently larger than we suspect, but they tend to separate words into vacuums and not realize how one word can throw light on another, largely because of their paucity of background in foreign language.

These words will not really be assimilated properly unless the student is given plenty of contextual material and urged to use the words whenever they are suitable.

*War Words That Widen Vistas*

| <i>Word</i>                 | <i>Root</i>      | <i>Meaning</i>          | <i>Words Related by Derivation</i>   |
|-----------------------------|------------------|-------------------------|--|
| ACCESS                      | accedere         | approach                | process, recess, recessional, processional   |
| AGGRESSOR                   | aggressor        | attack                  | aggressive, aggression, congress, digression, proress, egress, regressive  |
| ALTIMETER                   | altus<br>metron  | high<br>measure         | mete, barometer, diameter, symmetrical, thermometer, audiometer, metric, centimeter, kilometer, metronome                |
| ATTRITION                   | tritus           | worndown<br>by grinding | trite, contrite, detriment, detritus   |
| CAPITULATE                  | caput            | head                    | recapitulate, decapitate, per capita, captivate, capital, captain, chapter, cattle, chattel, chief, achieve              |
| CASUALTY                    | cadere,<br>casum | fall                    | accident, incidence, incident, coincidence, cadence, casual, decadent, chance, mischance                                 |
| CIRCUMVENT                  | circum<br>venire | around<br>come          | adventitious, adventure, peradventure, convene, supervene, inventor, event, eventuate, convention, venture, vent, advent |
| CONFERENCE                  | ferre            | bear, carry             | deference, reference, inference, difference, differential, deferment, efferent   |
| CONSCIENTIOUS<br>(OBJECTOR) | scio             | know                    | science, scientific, conscience, omniscient, prescience, sciolist  |
| CONSCRIPTION                | scribo           | write                   | description, describe, prescription, prescribe, inscription, inscribe, subscribe, subscription, proscribe, postscript    |
| CONSPIRACY                  | spiro            | breathe                 | spirit, spiritual, aspirant, aspire, inspire, conspire, transpire, inspiration, aspirate                                 |

| <i>Word</i>    | <i>Root</i>               | <i>Meaning</i>              | <i>Words Related by Derivation</i>  |
|----------------|---------------------------|-----------------------------|---|
| CREDENTIALS    | credo                     | believe                     | creed, credit, credible, incredible, credence, credulity, credulous                                     |
| CRYPTOGRAM     | crypto,<br>gram,<br>graph | hidden<br>write             | cryptograph, cryptic, telegram, radiogram, graphite, photography, phonograph, apocryphal                |
| DEMOCRACY      | demos<br>kratein          | people<br>rule              | demagogue, autocracy, plutocrat, endemic, epidemic, pandemic  |
| DICTATOR       | dicere,<br>dictum         | say                         | diction, dictionary, benediction, contradiction, edict, verdict, predict, dictate                       |
| INTERCEPTOR    | inter<br>capio            | between<br>seize            | reception, receive, inception, precept, accept, deceive   |
| NAVAL          | navis<br>nauticus         | ship<br>seaman              | navigator, navigable, circumnavigate, nautical, aeronautics, nausea, nautilus                           |
| PACIFIST       | pax,<br>paxis             | peace                       | pacific, pacify, peace, appease, pay, pax vobiscum  |
| POLICY         | polis                     | city                        | polity, police, political, metropolis, metropolitan, cosmopolitan                                       |
| PROJECTILE     | jacere,<br>jactum         | throw                       | eject, reject, inject, dejected, interjection, abject, objection, subject, project, adjective           |
| RECONNAISSANCE | re<br>cognoscere<br>ance  | again<br>know<br>process of | reconnoiter, recognize, recognition, recognizance, cognizance, cognizant, cognition, incognito          |
| SUBMARINE      | sub<br>mare               | under<br>sea                | marine, mariner, maritime, ultramarine, aquamarine  |
| SUBVERSIVE     | sub<br>vertere            | under<br>turn               | version, avert, divert, revert, verse, versatile, invert, anniversary, version, transverse, convertible |
| TERRITORIAL    | terra                     | earth                       | terra firma, terra cotta, terrestrial, terrain, inter, Mediterranean                                    |
| VICTORY        | vinco,<br>victus          | conquer                     | victor, victorious, evict, convince, invincible, victim   |

Other possibilities include the following: aggrandizement, agriculture, alien, annihilation, armistice, aviator, ballistic, censorship, charter, citation, civilian, combatant, communism, concentrate, contraband, contingent, convoy, coordinate, corporal, correspondent, coup,

curfew, detonate, directive, economic, evacuation, fascism, fatigue, duty, forage, fortress, gyroscope, hostility, humane, ideology, impedimenta, imperialism, incendiary, justice, liberty, lieutenant, logistics, minority, majority, market, martial, material, missile, morale, natural, neutral, nutrition, Pan-Americanism, plenipotentiary, propaganda, protect, pursuit, radiophoto, ration, refugee, regiment, reprisal, resources, salient, salvage, sedition, sentinel, social, survey, synthetic, technician, totalitarian, tourniquet, transport, treachery, treaty, ultimatum, vitamin.

### War Words in Sentences

The underlined words and expressions used daily in the press and on the radio. How many of them do your boys and girls know and use correctly?

1. The *scorched earth* policy angered the invaders. 2. A late *communique* reported the sinking. 3. The local *quislings* were rounded up. 4. All the *commandos* returned safely. 5. Guards were posted to prevent *sabotage*. 6. Yugo-slav *guerillas* are reported active. 7. Henderson described the *inflation* danger. 8. The Norwegian bishops denied *reprisals*. 9. Steel is high on the list of *priorities*. 10. A camp for *conscientious objectors*. 11. A two-hour *reconnaissance* flight. 12. The *atrocities* in Czecho-Slovakia have been confirmed. 13. The people were warned against *complacency*. 14. An *auxiliary* vessel was also lost. 15. The ground troops were *strafed* by the planes. 16. The defenders repulsed a *frontal* attack. 17. More Dutch *hostages* were executed. 18. The second *A.E.F.* landed in Africa. 19. The *R.A.F.* pounded the Ruhr. 20. The Navy awarded an "*E*" *pennant*. 21. We encountered heavy *ack-ack* fire. 22. Nelson, chairman of the *W.P.B.*, announced a priority change. 23. The *O.P.A.* warned against patronizing the Black Market. 24. Again the *U.S.S.R.* took the offensive. 25. Congress debated the proposed cut for the *O.W.I.* 26. The *B.B.C.* denied the story. 27. Women were *evacuated* first. 28. The spirit of *Pan-American* solidarity grew stronger. 29. Hitler used *anti-Semitism* as a weapon. 30. Liberals protested against the *Jim Crow* laws. 31. Even *non-combatants* were not spared. 32. Every soldier is equipped with *sulfanimides*. 33. The *convoy* arrived safely. 34. *Appeasement* of the Nazis failed time and time again. 35. The forces of *aggression* must be defeated. 36. *Subversive* activity endangers us all. 37. The American soldier has high *morale*. 38. The Axis threatened a spring *offensive*. 39. The *freezing* of prices helped prevent inflation. 40. No

military objectives were hit. 41. The *U-Boat* was long overdue. 42. The large number of German *casualties* helped shorten the war. 43. The field was carefully *camouflaged*. 44. *Incendiary* bombs rained down. 45. Willkie urged the end of *isolation*. 48. *Rationing* is the fairest solution. 49. Grand Grand *strategy* was discussed. 50. The *cabinet* considered the proposals.

### Vocabulary Devices

Many interesting lessons and fruitful discussions, numerous opportunities for research and report, new fields for observation and inquiry, will spring naturally from a study of vocabulary. Some of the following suggestions may prove useful:

1. Each expression should be presented in the context of the day's news wherever possible.
2. Students should be encouraged to watch the daily newspapers for items containing *new* war phrases to be clipped and mounted in a section of the notebook.
3. Oral English days devoted to current events and debates on live issues offer abundant opportunities for presentation and explanation of current terms.
4. Let students find the hidden pictures in current phrases: the Land of the Rising Sun, Trojan horse tactics, a ring of steel, fifth column.
5. Have students find the wartime meaning for ordinary words or the special signification acquired through military use; e.g. *shock* troops.
6. Give students a group of seven or eight related words and ask that these be incorporated into an intelligent paragraph.
7. Ask students to think about a particular problem, such as *Our Victory Production Program*, and study those words which they would have to know in order to discuss the subject intelligently. Other problems might be *Changes in Our Way of Living Brought about by the War*, *Morale in War-time*, or *A News Report from the Front*.
8. A vocabulary and phrase list might be kept in notebooks, each word or phrase to be illustrated by a picture or newspaper clipping.

### War Word Origins

Some interesting origins appear below. Students should be encouraged to find others.

The soldier who throws a hand grenade into the midst of enemy forces would be surprised to learn that his missile was named after a fruit. The first grenades resembled the pomegranate and were called granada, which was the Spanish name for that fruit.

The word sabotage has come to us from the French word for wooden shoe. In order to damage industrial plants, striking workers would throw their wooden shoes (sabots) into the machinery.

The torpedo got its name from the torpedo fish which it seemed to resemble. Curiously, the name of that fish had come from the Latin description of it as lifeless, or torpid.

The Greeks had a word, bombos, which meant "hollow sound." The Latin word bombus meant "noise." It is not hard to see that the bomb was appropriately named.

The shrapnel shell consisting of enclosed bullets and fragments which shower when the shell explodes, is named for its inventor. The British officer who first made this type of shell, Henry Shrapnel (1761-1842), became Inspector of Artillery.

Because the open parachute offered great resistance to air and slowed the descent of a falling body, the French took the name for the contrivance from two words which meant "to shield from a fall." The first successful parachute descent from a balloon was made in 1797 by a Frenchman, Jacques Garnerin, who dropped 5000 feet.

Although we frequently speak of the fifth column, not all of us know that the expression is a relatively new one. During the recent Spanish Civil War, General Franco's four columns were at the gates of Madrid when one of his chiefs, General de Llano, announced that there was a "fifth column" already in the city waiting to aid the attack. It was from this incident that the term came to be applied in general to spies or agents who work within an enemy country.

### Teaching Helps

1. Parry, Louise G.—*The War Dictionary*.
2. Scott-Foresman and Co.—*Building the Dictionary Habit* (This is intended for use with the Thorndike-Century Junior Dictionary.)
3. G. and C. Merriam Company—(Chart) *How to Use Your Dictionary, Picturesque Word Origins, How Accurate Is Your*

*Vocabulary?* (Test), *Better Dictionary Work Habits, Quirks and Quizzes*, (Six Tests of Your Vocabulary), *Word Study*, (Pamphlet of interesting information appearing periodically).

4. Bellafiore, Joseph—*Words at Work*.

## Writing

### Slogans

Slogans are rallying cries. Wartime slogans may also be battle cries. Since our nation's war struggle is premised upon the dignity of the individual and upon the continuation of civilization, it is to be expected that our war cries and slogans will contain both emotion and truth. The first of the slogan lessons leans heavily upon the intellectual inheritance of our culture; the second leans more heavily upon the emotions. Used together, both types of lesson plans will intensify our efforts in the classroom to enlist our pupils' civilized feelings in the battle for democracy.

### Contrasting Slogans

#### DEMOCRACY

#### DICTATORSHIP

#### *Government*

"Government of the people, by the people, for the people."—Lincoln

"The state? That is I!"—Louis XIV

#### *Truth*

"The truth will set you free."—Bible

"The bigger the lie, the better."—Hitler

#### *War and Peace*

"War is hell."—Sherman

"War ennobles the soul and brings out the highest virtues."—Mussolini

"All treaties made shall be the supreme law of the land."—Constitution

"Why shouldn't I sign a treaty one day and break it the next, if it will help Germany?"—Hitler

#### *Equality*

"All men are created equal."—Declaration of Independence

"The German folk is the master race."—Nazi Creed

*Freedom*

"Freedom of expression, freedom of worship, freedom from want, freedom from fear."—Roosevelt

"The people do not want to rule but to be ruled. Men are tired of liberty."—Mussolini

*Education*

"Enlighten the people generally, and tyranny and oppression will vanish."—Jefferson

"I will have no intellectual training. Knowledge is ruin."—Hitler

*Charity*

"With malice toward none, with charity for all."—Lincoln

"Leave them only their eyes—to weep with."—Bismarck

*Experiments in Writing Wartime Slogans**Aim:*

1. To develop power in original, purposeful writing.
2. To encourage pupil participation in the war effort through the writing of slogans for posters.

*Preparation and Motivation:*

To reiterate the need for change from our former pattern of luxury and sophistication to one of sacrifice while conserving our institutions and preparing for a democratic tomorrow.

*Procedure:*

Define *slogan*—Ancient war cry of Highland clan; now watchword of party. Catch phrase or motto for advertising purposes.

List various types of slogans, as developed or remembered by class.

1. *Look Who's Listening*—Caution Slogans:

Loose lips sink ships. Button your lips. Keep mum. If you must tell it, tell it to the Marines.

2. *Fight and Sacrifice*

Give till it hurts. Buy a share in America. Share a ride. Work, fight, give. Make democracy live.

5. *Production Slogans:*

Clear the lines for war. All out for production. As many as possible of next year's planes this year. From the high C of production, to the seven seas of the wartorn world. Today's cargoes can't wait for tomorrow's planes.

4. *Slogans Against Hoarding*

Hoarding helps Hitler. Too much on your shelf means too little for our boys.

5. *Service Appeals*

Any bonds today? Buy a share in America. There's fighting metal in your old keys. Physical fitness aids Uncle Sam.

6. *Twisting Time-Worn Sayings*

Right is Might. Say it with guns and planes and fighting men.

7. *Short Rhymed Slogans*

Right of way  
for U.S.A.

Higher taxes  
Beat the Axis

Save tin;  
Help us win

Salvage scrap  
And lick the Jap

*Application:*

1. Vary old slogans or write new ones of each type; choose simple, direct words.
2. Read the slogans aloud. See that all unnecessary words are eliminated.
3. Choose the best slogans for class posters, to be illustrated by volunteers.

*Summary:*

The pattern of democratic life has altered to a need for sacrifice, conservation, and caution.

Writing slogans to emphasize this pattern invariably: a. affords fun, b. improves the ability to write crisp, effective sentences, and c. provides an opportunity to take part in the war effort.

*Assignment:*

Mount in note book slogans cut from newspapers and magazines.

**Letters to Service Men—A Class Project**

*Aim:*

To combine letter-writing with a practical and realistic purpose.

*Preparation:*

Each student was given the name and address of an alumnus now serving with the armed forces of the United States. Students were asked to project themselves into this situation and discuss their own reactions upon receiving unexpected mail. The responses indicated the desirability of writing to service men even though they were strangers to the present generation of students. The class agreed that a common bond existed between them.

*Assignment:*

The problem was to formulate a guide which would aid them in the proper technical or mechanical procedure as well as set an ethical standard which would decide questions of content. Students were requested to bring in a list of rules, hints, and suggestions which might help to solve these problems.

*Lesson:*

The discussion the next day hinged upon the appropriateness of each suggestion and clearly demonstrated that judgment and understanding had been exercised. Incidentally, many debates on procedure involved questions of ethical conduct and etiquette. The dividing line, for example, between friendliness and forwardness was finely drawn. When the discussion ended, the secretary read the list of suggestions which had received class approval. The assignment was to incorporate these in an actual letter to be written over the weekend to someone in the armed services. Their efforts were to be judged by the friendly tone of the replies and perhaps by the expressed desire of the recipient to "hear from you again."

As the letters came in, they were read to the class and analyzed. The attempts to judge the character and personality of the sender proved to be interesting experiments in psychology.

**Letters to Service Men—Stimulus of Sensory Appeals**

The friendly letter of today imparts information and at the same time increases the morale on the home front and among our boys in the service. The writing of such letters is frequently motivated by means of sensory appeals.

*Pictorial:*

Display pictures from the newspapers and magazines showing soldiers, sailors, marines receiving their mail on the fighting fronts

and in camps. Emphasize the obvious pleasure shown by the boys who get letters from home in contrast to the disappointment of the boy who has not had a letter from home as indicated by the mail clerk's shake of the head.

Mention and explain the OWI film, *Letter from Bataan*. Explain the importance of home contacts for maintaining the morale and the spirit of fighting men.

#### *Auditory:*

Read the following clipping by *World-Telegram* staff writer, Jay Nelson Tuck:

"Mitzi Mayfair, the dancer, had just given a performance with three other stars for some American soldiers in England when Abe Lastfogel, President of the USO camp shows, handed her some letters he had brought down from London.

"Miss Mayfair was engrossed in one when she looked up and saw a soldier staring hungrily at her.

"Is that a very personal letter?" he asked hesitantly.

She said it was not.

'Would you mind very much if I read it?' he asked. 'I haven't had a letter of my own in so long.'

"That is the sort of nostalgia for home that American performers meet when they work for soldiers. Even the smallest things make a difference."

Refer to the *March of Time* radio broadcast in which parts of letters *To the Brave Defenders of Stalingrad* were read—short wave radio broadcasts by the Russian Propaganda Ministry to the soldiers in the field from their loved ones at home. Other excellent examples are *Letters to Joe* in *PM* and the letter of the captain to his wife in *The Last Days of Sevastopol*.

Fred Waring of the *Chesterfield Hour* asks for letters to be written to the boys in the service every night.

In preparing to write letters, pupils are asked to obtain the name and address of someone in the service—a member of the family or a friend preferably. Otherwise, such addresses can be obtained from the Stage Door Canteen, Civilian Defense Headquarters, Local Draft Boards, churches, alumni of your own school, etc. Pupils are directed to think of some message they can send this service man which will help keep up his morale.

Before the actual writing, it may be well to read specimen letters to the class. Letters from the service men to pupils in class may be read to indicate what the boys in the armed forces want to hear about.

### Letters to Editors

Letters that students actually mail carry with them a far greater conviction than do mere practice letters. When student interest in matters of current importance seems to be very keen, it is advisable to encourage expression of thought and feeling in a realistic fashion. Letters might well be written to editors of newspapers, to representatives in the state or national government, to the school newspaper, or to an organization that might be interested in the matter. The class might vote on which letters are sufficiently meritorious to be mailed.

A variation is to designate a committee which will draft a letter embodying the best ideas of the class, submit it to the class for approval, make suggested changes, and mail it.

It is not recommended, of course, that mediocre, trivial, flippant, insincere, or unnecessary letters ever be mailed.

### Occasions for Formal Letters in Wartime

Letters to war agencies may be considered an integral part of the teaching of business letters. Possibilities follow:

1. To the O.P.A. for consumers' pledges; filling in the pledge and posting it.
2. To Volunteer Land Corps for information regarding opportunities to help in the farm program.
3. To the various services regarding qualifications for specialized training; e.g. radio communication, aviation, signal corps.
4. To organizations and agencies for material relating to class projects and investigations.

### Wartime Topics

The following topics have, when introduced appropriately, stimulated students to their best writing efforts. New topics of a similar nature are constantly presenting themselves.

#### *Miscellaneous:*

Lisbon—Spy Center of the World, Panama Canal, A Refugee's View of New York Harbor, The Maginot Line, Global Travel of the

Future, The Jeep, Pan-American Hook-up, How Miami Has Changed! The French National Committee of Liberation, An Internment Camp, Take-off for Britain, England before the Blitz, Oil in Iraq, Central American Aerial Mules, The Inquiring Foreman, Don't Shoot a Hawaiian More Than Twice, A Foreign Correspondent in Rome, A Slip of the Lip, The Stab in the Back, I've Just Begun to Fight.

#### *Youth and the War:*

How to Become a.....(spot welder, aviator, etc.), I Want to Join the.....(army, navy, etc.), How to Earn a Commission in the.....(army, navy, marines), Youth in Aviation, Special Schools for Special Jobs, Army Classification Tests, I Help to Win the War, Attending Pre-Induction Classes, Why I Should (or Should Not) Leave School, What I Am Doing for the Boys in Service, My Wartime "Keep Fit" Program.

#### *The Home Front:*

The Effect of the War on My Family, The Values of a First Aid Course, Salvaging for Victory, Medical Care in Time of War, My Family's Interest in the War, My Block's Service Flag, How the War Has Changed My Buying Habits, Planning Meals to Help Win the War, Saving Water (or Gas, Electricity, Gasoline, etc.), The Black Market, The OPA on Trial, People Want the Truth on the Radio, My Life Minus the Automobile, The First Hundred Years Are the Hardest, Wartime Clothing, Waste—The Enemy at Home, Industry and the Army Fight for Manpower, Inflation—Its Dangers and Avoidance, Doing Without, How I Fight the War in My Neighborhood, The Inflationary Gap.

#### *Ideals for Which We Fight: The World after the War:*

The Four Freedoms, The American Heritage, Taking Freedom for Granted, Keeping Alive the American Faith in Democracy, Things for Which Every American Should Be Thankful, A Modern Macbeth, This Is Worth Fighting for, For a Safer World, The Atlantic Charter, To Keep Our People Free, How the War Is Affecting My Ideas about Other Nations, What Machinery for International Collaboration Would Work? Problems of the Post-War Period, Freedom from Want—Is It Possible? Keeping up Morale in Changing from War to Peace, The Civilian's Role in Reconstruction, Ways to Further My Education after the War, When Peace Comes, What

Will Tomorrow's World Be Like? The Kind of World We Want to Live in.

*Science and the War:*

Test Pilot, War in the Air, What Makes a Radio Work, What Makes an Airplane Work, Aircraft Maintenance, How to Read Blueprints, Plastics for Industrial Use, Radar, The American Anti-tank Gun, American Firing Power, American Air Superiority, Plasma Saves Lives, Sulfa Drugs in Battle, Mass Production, Atabrine and Malaria, War Planes of 1943 and 1944, Types of Airplanes, Model Airplanes.

*Fighting the War:*

Slogans for Victory, Great Leaders in the Fight for Freedom, Feeding Our Allies, U. S. Service Symbols, Ferrying Bombers, Air Power: The Key to Victory, A Terrible Two Hours over Germany, The Commandos, The Flying Tigers, The Navy Blimp Patrol, Last Days of Warsaw, Our Base Was Shangri-La, One Failed to Return, The German and the Guerilla, Victory Story of the Week, Our Allies in the War, How Can I Keep Up with the War, What's Going on in.....(Italy, Russia, the Pacific), Our Allies in the East, War Songs, The Latest in Air Attack and Defense, Our Parachute Troops, Our Air Bases at Home and Abroad, An Outstanding American Aviator, War as Fought by Radio, Biggest War News of the Week, An Outstanding Motion Picture about the War, An Outstanding Hero of the War, An Outstanding Book about the War.

**Topics Based on Emotions and Feelings**

The titles listed below appeal to the emotions: joy, surprise, regret, embarrassment, triumph, pity, love of fellowmen.

Before the lesson begins, the teacher places several topics on the board. By the time the class is seated, the power of the titles will have begun to take effect. The more rapid students readily make associations with the suggestions on the board. Each will make something different of the title. The preliminary oral discussion should be full and recounted in detail. In itself, this oral period of preparation should be profitable as an exploration of ideas. More and more ideas will be forthcoming from the class. Sometimes the ideas are amazingly varied, covering a most unexpected range of experience. The utmost ramification should be permitted. Variation from the

suggestions contained in the nuclear topic should be encouraged, for it is imagination that is at work. Once the class catches the mood of the war topics their ideas flow freely. Conviction unifies all one's experiences into emotional cohesion. These topics will help to bring out the conscious and subconscious impulses innate in the democratic mind.

When most of the students have obtained ideas, the writing begins. The colloquial quality of the key sentences should help prime the flow of the pupils' own thoughts. The teacher goes about the room, helping the slower ones who cannot get their own ideas nor make use of ideas suggested by their classmates.

The motivating effect of the method is cumulative, for familiarity with it helps to quicken associative powers in the students.

*Personal:*

Never again! That's his bad luck. I know just what I want. If I had my way . . . They didn't believe we could do it. I keep wondering. He will never hear the end of it. Do you wonder I changed my mind? Away from it all! Thank Heavens, that's over. Every time I think of it, my blood boils. That's the kind of life I'd like to lead. I just had to tell someone or burst. I can remember it as if it were yesterday. The moment I saw my friend's face, I knew something had happened. I could hardly wait to tell everyone. I have to laugh every time I think of it. They should have known better than to do such a thing. Do you wonder that I'm angry all through? Nothing is too good for our boys. That's my idea of a real hero. What more can a person wish for? They'll be home. There's something I just can't stand. I think it's better this way. That's one thing life has taught me. Life must go on just the same. Perhaps someone here can help me out. Some things you have to learn by yourself. As I look around me . . . What else could they do?

*Family, Friends, and Neighbors:*

How changed our family life is! How she scrimps and saves! Welcome home again! My friends seem to be so completely different! Nothing pleases people more. I told him to change his ways! He seemed the kind of person I'd like to know better. Some day we'll meet again, I hope. Some people have the most peculiar ideas. It's the same the whole world over. It's possible for life to be really beautiful.

*The Serious Side:*

What is the world coming to? It has to be done. Who is really to blame? What will people say? But there must be something that can be done! It's pretty hard to make up your mind about a thing like that. My mind is made up now. Funny, how things turn out! It is not what we expected at all! What some people won't do for money! Let's not make the same mistake. And that's only the beginning! It won't be long now! It all began when . . . So much to be done and no time to do it! Life is what you make it. There's no time like the present. Something must have gone wrong. They mean business. One thing leads to another. Things are happening fast now. And that isn't all. Figure it out for yourself. What's done is done. It's worth trying. Of course I care!

*Emotion and Excitement:*

Today is the day! The moment draws nearer and nearer. Now I know just how he feels. My turn will come! I can't tell you how glad I am. They asked for it. Why, it's the best thing that ever happened to him. Count me out! I'll never try that again.

*Indignation and Anger:*

That's no way to do it. Look what we're up against. Hands off! If only I could do it over again! There's simply no pleasing some people. What a mean trick! That's gratitude for you! All that work for nothing. We'll let such things happen again. He certainly has it coming to him. Well, it's about time. It's no laughing matter.

*Change:*

All is now well again. How times have changed! Everything comes to him who waits. What a world of good it does him. Now he knows better. When I first tried it, it looked hard. There'll be some changes made. Well, what next?

*Work and Action:*

What's all the rush about? That's what I call a busy day. Work! Work! Work! There's not a moment to be lost. So much to be done! Everything happened just as planned. Everything was quiet, until . . . Think fast! Keep up the good work! They certainly know how.

*Optimism and Happiness:*

Thanks for everything. What more can anyone ask? It's not too late even now. That's my idea of a real man. Everything's going to be all right. Somewhere, sometime . . .

**Composition Project: Wartime Careers**

The aim of this project was to get students to take the long view about jobs in wartime; to tie in present opportunities with a future career.

Each student in the class accepted responsibility for the vocation he was most interested in. The information each student was to secure could be subsumed under the following headings: *Nature of the Job, Working Conditions, Preparation Necessary, Hours, Pay, Prospects (Advantages and Disadvantages), Books to Aid Advancement in the Field.*

Material for the reports emanated from all available sources; e.g. first hand experience, observation, interviews with people in the field, correspondence with organizations, radio, motion pictures, books, magazines, trade journals, newspapers, lectures.

Some of the careers that students chose to report on were aeronautical engineering, naval aviation, industrial chemistry, the navy air corps, drafting, mechanical engineering, army air corps, aviation mechanics, research chemistry, the signal corps, chemical engineering, and pattern making.

When these reports were presented to the class, those who were interested in the field being reported on, took notes. After each presentation, members of the class discussed the pros and cons of the occupation as a career.

**Oral English****Democracy vs. Dictatorship**

Each of the comparisons listed below categorizes irreconcilable antitheses between our way of life and those of dictatorships. After the formulated antitheses have been explained, the pupil is encouraged to cite examples from what he has seen and read which bears out the contrasts. The analysis should end on a positive note; that is, on the intrinsic merits of our institutions as shown in action. We are fighting our enemies not in order to understand the wickedness of their

ways, but in order to maintain the goodness of ours. Thus the final accent should be optimistic.

## DEMOCRACY

## DICTATORSHIP

*The Individual*

Stresses the value of each individual; apotheosizes the individual.

Only the state counts; the individual is of no consequence in himself.

*The Family*

Encourages family ties and loyalties.

Encourages one member to spy upon another.

*The Home*

Considers every individual's home an inviolate castle.

No privacy recognized. Subject to search and invasion at all times.

*Knowledge*

Urges dissemination of all available knowledge.

Carefully sifts, perverts, suppresses.

*Intelligence*

Glorifies and seeks to stimulate it in all.

Degrades by substituting "obey" for think.

*Progress*

Encourages by peaceful methods.

Suppresses by terrorism.

*Religion*

Guarantees religious freedom to all.

The state is the only religion.

*Science*

Encourages full range of research.

Regulates, controls, directs.

*Vocation*

Allows free choice.

Regiments each person totally.

## DEMOCRACY

## DICTATORSHIP

*Tolerance*

Inculcates respect for all groups.

Exploits lowest prejudices against race, creed, nationality.

*Government*

Seeks maximum participation by all citizens.

Restricts privileges to the few.

*Education*

Aims to develop maximally all the potentialities for good of the child.

Aims to establish unquestioning, uncritical obedience. (Education for Death).

*Labor and Management*

Permits both to organize and encourages them to negotiate peacefully with each other; collective bargaining.

Forces both to accept complete regimentation at the hands of the state.

*Trials*

Protects rights of accused to public trial, jury, lawyer; innocent until proved guilty.

Secret hearings; no rights for accused.

*Property*

Guarantees protection against illegal seizure.

May confiscate at any time.

*The Arts*

Encourages originality and complete freedom of expression.

Prohibits and burns publicly books, paintings, music, and all art of which the dictator disapproves.

*Women*

Extends wide opportunity for education, occupational choice, and civic activities.

Considers them inferior to men and restricts them to a few occupations.

*War and Peace*

Considers peace a blessing and strives to maintain it with all neighbors.

Glorifies force, enslaves neighboring nations by terror, propaganda, and military aggression.

*Personality*

Extends wide opportunities for education, occupations and citizenship. Allows differences and variation.

Demands uniformity of thought and action.

**Dramatizations***Divide and Conquer*

The following lesson is presented as an observer in the class saw it.

Dear -----,

Your class met as an imaginary session of the Nazi Propaganda Ministry planning the methods by which it would "poison the American mind" with divisive propaganda. In this way, your students inductively derived the categories of treasonable themes listed as such in the government publication *Divide and Conquer*.

The device was admirably calculated to give your students a clear understanding of the role of ideas subversive to sound democratic morale. Thereby they would be enabled to recognize such propaganda and guard against it, even when it assumed devious and subtle forms. The categories developed were to serve as a touchstone for testing rumors, criticism of national policy, public utterances, and press comment.

The device was eminently dramatic. It stimulated universal, eager, and imaginative participation. It served to sharpen sensitivity and perspicacity both as to motive and implication. It deepened student appreciation of the evil character of Nazism.

Obviously, the lesson formed part of a larger unit which will provide further expressional experiences as well as wide reading of current news and documentary works on current history and our war for freedom.

The lesson was of such exceptional excellence, so ingeniously contrived, and so well calculated to produce worthwhile outcomes that I shall be happy to adopt your devices in my classes and to recommend them to other teachers.

**Scripts**

1. The Writers' War Board of 122 East 42 Street, New York City, has issued many short radio scripts that help to emotionalize

current situations. Many of these can readily be adapted for classroom use. A few of them are:

|                                |                         |
|--------------------------------|-------------------------|
| <i>Tomorrow Will Be Ours</i>   | by Howard Fast          |
| <i>Reminder to the Free</i>    | by Michael Greenwood    |
| <i>American Family</i>         | by Pearl S. Buck        |
| <i>The Boy Who Had No Hero</i> | by Ruth Wilson          |
| <i>A Gift for Healing</i>      | by Margaret E. Langster |

2. Students and teachers of many of our high schools have written remarkable scripts suitable for classroom use. Two excellent student-created scripts are entitled: *Thicker than Water* and *Victory Corps*. Adults listening to *Thicker than Water* will donate their blood if they possibly can.

3. The Script Sub-Committee of The War Sources Committee has about 75 scripts in its possession; these are available for classroom or assembly use. They may be borrowed by sending a request to Mr. Edward Stasheff, Christopher Columbus High School, Bronx, N. Y.

4. The U. S. Office of Education has some good scripts available; e.g. *Let Freedom Ring*.

5. *Scholastic Magazine* reprints many short plays which are excellent for classroom dramatization. An example of a lesson based on one such play follows.

### **They Burned the Books (Two Lessons)**

*Aim:*

To contrast schools and their aims under fascism with those under democracy.

*Procedure:*

A preliminary discussion considered such questions as: Why would a fascist regime want to ban Einstein, Schiller, Heine, and others? and Why are books valuable to a democracy?

The play was presented by students who had carefully rehearsed their parts.

Reports were made by students who had previously volunteered to read *School for Barbarians*, *Education for Death*, and other books dealing with the same theme.

The closing discussion clinched the idea that books were dangerous to dictators but indispensable to democracies. Historical examples of book burnings were brought in to illustrate the same point. Students listed books that they considered unusually valuable to the world and to the future of democracy.

## A Better World

The burden of shaping that better world for which we are now fighting will rest upon the boys and girls whom we are teaching today. This world will be characterized, we hope, by peace, enlightenment, brotherhood, freedom, and the opportunity for all people to live their lives in dignity and security. These positive forces, by their very exuberance, should negate the evils of discrimination, exploitation, bigotry, racism, prejudice, superstition, parasitism, and anti-social ambition.

Since much of our work, obviously, should aim to prepare students for these tasks that lie ahead, it is only proper that a section of this booklet be devoted to ways by which English can achieve that end. Some of the procedures that can help build student morale and give impetus to war-winning activities are indicated in the following lesson units.

### Frank Discussions

Certain questions tend to produce disunity in our country. One day, members of the class suggested three of these questions for discussion. They were: *Is the attitude of labor harming the war effort? Is England really our friend? Can Russia be trusted?*

The class was divided into three sections so that each student became interested in one of the questions. Various sources of information were mentioned. Four days later, we held a round table discussion. The class agreed, even though difference of opinion, in some instances, still persisted, that it was better to air these questions and discuss them than to ignore them as if they did not exist or to forbid any expression of opinion.

Students' doubts need to be removed; their fears, resolved. Nothing could be more wholesome than to encourage a frank facing of all questions raised by students and to base answers on ascertainable facts. Other questions that may well be discussed in a similarly candid fashion follow.

**Our Allies**

1. In what ways is South America helping in the war effort?
2. Will Russia turn her government into a political democracy?
3. Some say the Russians will go against us after the Allied victory. What is the probable truth about this?
4. Should China sit at the peace table on equal terms with the major Allied powers?

**Our Enemies**

1. How can we persuade the people of Germany to forget or forswear their belief in Nazism?
2. In what ways do you think the German people should be punished? Should revenge be asked by those whom they have invaded and crushed? Japanese? Italian?
3. To what extent should we help the German people after the victory is won? Japanese? Italian?
4. What measures would you advocate to break the hold of Nazi thought on the youth of Germany?

**Our Fighters**

1. What will happen to the families of soldiers who do not return? Will the United States government take care of them?
2. What should be our attitude if it is necessary to retain our boys in the armed forces after the war in order to help police the world?
3. How will men in the service be provided for after the war? Will there be enough jobs for everyone?

**Our Neighbors**

1. What will be the position of the Negro after the war?
2. How can we check the spread of rumors that tend to make us distrust people of other color, race, or creed?
3. How can we stop discrimination against races after the war?
4. Will there ever be real equality between the colored and the white races in our country? All over the world?

**Ourselves**

1. How can people be persuaded to do more to help win the war?

2. Are newspaper editors reliable in interpreting the war news?
5. What effect will the war have on the next generation?
4. Should boys and girls of eighteen be permitted to vote?
5. What provision is made for the vocational future of eighteen and nineteen year old boys who enter the armed forces?
6. Why is patronizing the Black Market a pro-Hitler activity?
7. To what extent should we sacrifice our democratic rights during wartime?

### The Future

1. Should we attempt to form a United States of the World?
2. How can we insure peace after the war?
5. In what ways will the world become a better place in which to live after the war?

### Using the Public Address System

(Note: It is a simple matter to present programs like the following in the classroom under simulated radio conditions.)

Every Thursday, five minutes after the beginning of each period, all English classes are invited, through the public address system, to listen to a fifteen minute broadcast of a transcribed program. The rest of the period is used for guided discussion. Where teachers find the occasion opportune, assignments are based on what the students have heard.

What is involved in such a weekly program? The chief bases for selecting programs are *Radio Transcriptions for Victory*, the descriptive catalogue of the Federal Radio Education Committee, and the report of the War and the Curriculum Workshop on Radio Broadcasting, developed under the direction of Dr. Bristow, and published in July, 1942. A copy of the first may be obtained from the Office of Education in Washington, and a copy of the Workshop report has been sent to each chairman of English in the high schools.

After a careful study of these listings, we decided that the following transcriptions would suit our purposes best: *The Anti-Christ*, *The Living Dead*, scenes from *The Moon Is Down*, *Heads They Win—Tails We Lose*, *Work or Die*. The decision was influenced by the consideration that no broadcast should be heard in the classroom unless it could be followed by student discussion. Hence, only fifteen-minute programs were selected. Numbers 1, 2, 4, and 5 are episodes

in the series based on the book by Douglas Miller, *You Can't Do Business with Hitler*. All these transcriptions were obtained without charge from the Office of Education in Washington, D. C.

Before the transcriptions could be broadcast to the classes, it was deemed advisable to allow teachers to hear the program for purposes of lesson-planning. This was done on Wednesdays. Since our time schedule has the students dismissed by 2:30 p.m., the pre-audition took place every Wednesday at 2:30. Each of the English classrooms was tuned in, and the transcription was played through the public-address system.

In addition, the teacher-in-charge of Radio-in-School work prepared an introductory statement which was intended to direct the listening, to bridge gaps in the series of episodes, and by means of questions to help initiate class discussions. An example of such an introductory statement follows.

#### SCRIPT FOR "HEADS THEY WIN—TAILS WE LOSE"

Calling all English classes!

This is Mr. .... speaking. Today we are returning to the series based on the book, *You Can't Do Business with Hitler*.

You remember how Mr. Miller, the author, proved that Hitler and his gang are trying to destroy all religions—Catholic, Protestant, and Jewish. You recall what Mr. Miller revealed about Nazi methods in conquered countries—that none of the conquered people can be more than slaves to their beastly and vicious conquerors. Today, Mr. Miller is calling upon his experience as commercial attache to tell us about the blackmail and the other gangster methods that the Nazis used when they did business with Americans and others.

Notice how once they make a bargain, they begin to impose conditions that have never been mentioned. You will learn how the Nazis wanted to control our moving picture business and how they interfered with the business affairs of people in other countries.

As you listen, keep these questions in mind:

1. What conditions were imposed upon the American, Forrester, before he could actually get the goods he bought?
2. Why did the American motion picture industry lose about 80% of its trade with Germany?
3. What examples are given to show how the Nazis interfere in the government and business affairs of other countries?

I'll repeat. (Repeat questions.)

The program will go on in a moment.

Remember: *No Man is Free if All Are Not Free.*

### The Home Front

Over-confidence has no place in our thinking during war-time. "Plenty and in time" should be our answer to "Too little and too late." It is much better to be overprepared than underprepared.

"For we all know security  
Is mortal's chiefest enemy"

is particularly appropriate now. Even after the victory, it is possible to strike many snags in our efforts to achieve a better world. The war will color our thinking and shape our destiny for years to come.

The home front must be organized for effective action and it must act. Through discussions, reports, and direct cooperation with The Victory Corps, the English class can do much to clarify thinking and to stimulate useful activities. The entire *Schools at War* program, sponsored by the Treasury Department, and the U. S. Office of Education might well be considered in the English class. Some topics to be broached and discussed or otherwise considered are listed below. Emphasis should always be on what needs to be done, how to get it done, and doing it.

Some topics related to war on the home front are:

*The Role of Blood Plasma in Victory, How Can We Increase War Stamp Sales? The Extent to Which Accidents Slow Up Victory, What Pre-Service Training Is Available Now?, Map Making and Reading, Radio and Telegraphic Communication, Activities of the OCD, Airplane Models for the Army Warning Service, Making Clothes, Sweaters, Surgical Dressings, Making Posters for School War Campaigns, Publicity for School War Work, Forming Child Care Centers, Supporting the Junior Red Cross, How to Help the USO, The Duties of Air Raid Messengers, Salvage Campaigns, Conservation, Victory Garden Work, Conserving Paper, Paper Clips and Thumb Tacks, Conserving Fuel Oil, Coal, Electricity, Gas, and Water, Nutrition, First Aid, Keeping Physically Fit, Preparing for Service, The Value of Special War Courses, Pre-flight Training, Home Nursing, Rationing, The Expert Consumer, Preventing Inflation, The Land Corps and Farm Aid, Preventing Disease, The Victory Corps, The Local Branch of the CDVO, The Formation of Clubs to Aid Victory.*

## Projects

### Scrapbooks

1. Heroic Deeds (Let it cover all fronts and all our Allies.)
2. The United Nations.
3. Women at War.
4. Contributions of Different Nationalities and Races to the U.S.A.
5. Our South American Neighbors
6. History of War Aviation
7. Industry Goes to War
8. Literature and the War Effort
9. Action (Commandos, Chetniks, Fighting French, etc.)
10. Human Interest Stories (Poland, France, Norway)
11. Anthology of Prominent Figures (Heroes and Villains): Chiang Kai Shek, Churchill, Eve Curie, MacArthur, Eisenhower, Timoshenko vs. Hitler, Mussolini, Tojo, Quislings.
12. American Heroes of the Past and Their Modern Counterparts.

### Booklets

1. Biographies of Famous People Who Have Fled to Freedom (Einstein, The Manns, Ernst Toller, Max Reinhardt, Lion Feuchtwanger, Bruno Walter, Franz Werfel, Johannes Steel, The University in Exile, America as the Repository of the Culture of Western Civilization.)
2. What the High School Student Can Do Now.

### Bulletin Board

1. Theme changed weekly or bi-weekly (cartoons, pictures, war maps, book jackets, stills from motion picture.) The class should be allowed time to look at the bulletin boards when they are ready.
2. A wall newspaper stirred students to find unusually attractive illustrative material. This display was located in the corridor so visitors to the school could see it. Students can be encouraged to create appropriate posters or to send away to the OWI and to other sources for professional posters.

### The Ideals We Fight For

Central questions for the discussion follow:

1. In what respects are our present reasons for fighting identical with those in the first World War? In what respects different?
2. Is it desirable to extend the Four Freedoms to the enemy after the victory? Will it be possible to do so?
5. How have the Four Freedoms been operative entirely or in part in any other association of people anywhere in the history of the world?
4. What plans exist among democracies for extending the Four Freedoms?
5. Why has the federation idea of the United States of America kept alive for 150 years? Why is it expanding to other nations? What other countries have maintained a uniform system of government for the last 150 years? What does this fact indicate?
6. What problems similar to those of the present day faced the makers of the United States' Constitution in 1787?
7. Is it desirable to reduce the world to one form of government, the democratic form?
8. How much of its sovereignty would each nation have to surrender in order to make a workable world federation possible?
9. Would a strong central police force directly under the control of a new League of Nations and stronger than any single national military force of member nations be a solution to the problem of maintaining world peace? Would it be possible for such a force to get out of hand and, of itself, establish a dictatorship over the world?
10. What indications are there that the peoples of the world are or are not ahead of their governments in their readiness for world unity?

### OWI Pamphlets

*Toward New Horizons*, a series of three pamphlets issued by the OWI contains addresses which "throw light on thinking about the world that lies beyond war."

Pamphlet No. 1, *The World beyond the War*, presents some of the ideas of Henry Wallace, Sumner Welles, John Winant, and

Milo Perkins. These ideas concern the century of the common man, the fatal mistakes which followed World War I, freedom from want for all men, and a blueprint for plenty in the world of the future.

In Pamphlet No. 2, *Proposals for a Free World*, Queen Wilhelmina, Chiang Kai-Shek, T. V. Soong, Jan Smuts, President Roosevelt, Henry Wallace, and Sumner Welles "foresee a post-war reconstruction of the Netherlands," "urge immediate organization of a world-wide international order," "propose an Executive Council of the United Nations," "suggest the Atlantic Charter as a real Magna Charta of the nations," "suggest a pattern of global civilization," "mention two requisites of a lasting peace," and "ask that agreements based on the principles of The Atlantic Charter be reached by the United Nations before an armistice is signed."

No. 3, *Proposals for a Free World*, includes speeches by Madame Chiang Kai-Shek, Wendell Willkie, Raymond Gram Swing, Walter Nash, Harold Stassen, Eric Johnston, and George Norris. These speeches make concrete suggestions in the direction of "a better society for all mankind, with special privileges for none," "turning Atlantic Charter principles into realities," "a United Nations government," "brotherhood," "the responsibility of the United States," and "the interdependence of the world."

All these speeches are as modern as tomorrow and would make excellent reading matter for a class in place of the speeches of another day.

### **"And Crown Thy Good with Brotherhood"**

The fight against bigotry is part of the teacher's daily struggle. We are learning that our war against Hitler must be fought hard at home as well as abroad. On this home front, the teacher is the soldier, for prejudice and narrow selfishness are bitter enemies of democracy and only strong counter attacks can demolish them.

The weapons for the annihilation of ignorance and prejudice are intelligence, insight, love of human beings even in their frailty, and an unquenchable thirst for democracy, equality, brotherhood.

#### **Analysis of Prejudice**

*Problem: What is prejudice?*

That was the question we were going to discuss. I placed on the blackboard the statement: "Prejudice is being down on what you're not up on."

We tried to confine our discussion to these two points:

I. Prejudice as a result of ignorance.

In giving examples, the pupils were able to see for themselves that in almost all instances, their prejudices were based on isolated instances, insufficient knowledge, gossip, and glib statements made in their hearing by adults.

II. Prejudice as a weapon of demagogues to split our population into factions and thus to prevent unity. Here the teacher quoted Joseph E. McWilliams, notorious pro-Nazi anti-Semite, "The only way you can lead people is to give them something to fear and something to hate."

In this part of the discussion, students were frank in giving examples, and they suggested remedies. So far as the war was concerned, they realized that discrimination hindered the war effort. They suggested improvement in the treatment of various groups that would affect our attitude toward these groups. One student mentioned Pearl Buck's speech in which she said that people in the Far East were losing faith in us. We discussed the responsibility of each individual to rid himself of misconceptions, and to arm himself against propagandists of McWilliams' type. We all realized that this required constant vigilance.

*Procedure:*

Since this is a subject that cannot be clarified in one lesson only, it was suggested that newspaper clippings which gave evidence of prejudice in the U.S.A., or of interesting comments on that subject, be brought in whenever students found them. A few minutes spent frequently on such discussions during the term were more persuasive and reached more students than any concentration of attack.

**Is There Any Basis in Science?**

*Problem: Are Negroes inferior?*

The death of Franz Boas brought up this subject from the point of view of the anthropologist, and the *New York Times* editorial on George Washington Carver was the basis for a discussion of Carver as a great American as well as a great Negro. (Current events may at any time provide motivation for such discussion.)

Our class musician told us about great Negro instrumentalists, and the class sports fans (of whom there are legion) knew about great

Negro baseball players. Everyone thought there would be an end to discrimination against them.

*Procedure:*

It was decided that all fields of achievement, from sports to science, from poetry to entertainment, be investigated by pupils with particular interest in each field, so that we might learn more about the remarkable accomplishments of Negroes in spite of the painful problems of racial discrimination. These would silence any doubts about the question of equality.

### **The Stupidity of Generalizations**

*Problem: Have you any prejudices?*

The class listened to the recording of Carl Sandbury's *The People, Yes*—the part called *Prejudices*. The class laughed as they heard the long string of accusations levelled at each other by various groups. Some of them recognized their own prejudices. It was healthy laughter, indicating a realization of the stupidity of generalizations about whole groups of people.

We closed with a quotation from Franz Boas: "*If we were to select the most intelligent, imaginative, energetic, and emotionally stable third of mankind, all races would be represented.*"

### **The Poet Sings for Brotherhood**

*Problem: What is brotherhood? Why should we work for it?*

Before reading a number of poems on the subject, the meaning of brotherhood was discussed as well as the great need for it.

Ideas elicited from the class were as follows:

1. Wars are usually fought because of lack of brotherhood.
2. The idea of a superior race is an erroneous one.
3. Isolationism—the result of the last war—helped to bring about this present war. World unity is necessary for peace.
4. We must consider the welfare of other people in order to secure our own.
5. Situations in which brotherhood is needed to overcome difficulties are poverty, physical and mental suffering, injustice, oppression, support of country.

## Illustrative Poems

### TO AMERICA

How would you have us, as we are?  
 Or sinking 'neath the load we bear?  
 Our eyes fixed forward on a star?  
 Or gazing empty at despair?

Rising or falling? Men or things?  
 With dragging pace or footsteps fleet?  
 Strong, willing sinews in your wings?  
 Or tightening chains about your feet?

James Weldon Johnson

### STANZAS ON FREEDOM (EXCERPT)

"If there breathe on earth a slave,  
 Are ye truly free and brave?

They are slaves who fear to speak  
 For the fallen and the weak;

They are slaves who dare not be  
 In the right with two or three."

James Russell Lowell

In *The Man with the Hoe*, the following lines were given special emphasis:

"O masters, lords and rulers in all lands,  
 Is this the handiwork you give to God,  
 This monstrous thing distorted and soul quenched?  
 How will you ever straighten up this shape;  
 Touch it again with immortality;  
 Give back the upward looking and the light;  
 Rebuild in it the music and the dream;  
 Make right the immemorial infamies,  
 Perfidious wrongs, immedicable woes?"

The last poem read was *America the Beautiful* by Katherine Lee Bates. The lines which received special attention were:

"America! America!  
 God shed His Grace on thee  
 And crown thy good with brotherhood  
 From sea to shining sea!"

From these four poems the students were led to see how effectively poets have sung of brotherhood.

*Procedure:*

The class was asked to bring in other poems dealing with the same subject. The teacher found quotations for them from Walt Whitman, Ralph Waldo Emerson, Carl Sandburg, Stephen Vincent Benet. Finally, it was suggested that students adopt a line or two on this subject, chosen from any of the poets that they had discussed, as a motto to be written down and remembered.

**Solving The Problem***Problem:*

*With current news items involving manifestations of race friction everywhere, the question is: What can we do about it?*

The class read *Incident* by Countee Cullen which follows:

“Once riding in old Baltimore,  
Heart-filled, head-filled with glee,  
I saw a Baltimorean  
Keep looking straight at me.

Now I was eight and very small,  
And he was no whit bigger,  
And so I smiled, but he poked out  
His tongue, and called me, “Nigger.”

I saw the whole of Baltimore  
From May until December;  
Of all the things that happened there  
That’s all that I remember.

A brief examination of the poet’s meaning led to the conclusion that a protest was being registered against the persisting inadequacy of the Negro emancipation.

Examples supporting this contention were drawn from the text of *Up From Slavery*, Booker T. Washington’s experiences and declarations; several students added pertinent items from their studies in history connected with the Civil War; all were able to contribute items from current events.

The class now read: “*I, too, Sing America* by Langston Hughes.

The conclusion elicited at this point in the lesson was that the Negro had been only partially freed by the Emancipation Proclamation, and that for most practical purposes, socially, economically, cul-

turally, and perhaps even more important, psychologically, he was still pretty much in bondage.

The discussion that followed concerned itself with the various necessary steps that must be taken. Improved educational opportunities and slum clearance were suggested as the immediate moves possible. It was recognized that other changes would have to come more slowly and naturally, perhaps as a result of the education of white Americans everywhere, and increased self-respect through education and decent living conditions for the Negro.

*Procedure:*

It was suggested that a new third stanza be added to Elias Lieberman's poem, *I Am an American*, in which the Negro speaks for himself. A class competition would be held for the best contribution.

### **How Have We Been At Fault?**

*Problem:*

*Where have we as Americans been at fault in creating an anti-social attitude in the Negro? A discussion of this question and the others below were used as an introduction to the study of "Up from Slavery."*

- I. A. Approximately what percentage of our Negro population is anti-social?  
B. What percentage is law-abiding, self-respecting, hard-working?
- II. A. Enumerate factors that go toward making people anti-social.  
B. Cite cases where other groups of people have been anti-social.  
C. What explanation can you give for this anti-social attitude?
- III. A. Where have we as Americans been at fault in creating this anti-social attitude in the Negro?  
B. What do you suggest as steps for us to take in order to make atonement?
- IV. A. What do you as an individual do from day to day that tends to make the Negro anti-social?  
B. What resolution are you willing to make now within

yourself that will help toward making your Negro neighbor feel that he is an American citizen with the same rights and privileges as any other American citizen?

- V. A. What characteristics must be inherent in the large percentage of our Negro population who, in spite of handicaps, have remained loyal, law-abiding citizens? Let your imagination picture what they must endure.
- B. Compare their strength of character with the weakness of the few who have fallen.
- C. Give your reactions to these people.
- D. Name characters you have met in your reading who showed strength of character. Name some who were of weak character.

*Procedure:*

Let us turn now to the study of the life of a Negro born into the world with every handicap that man hath wrought to man and let us see what he accomplished. Let us see how much better the world is because he lived.

### **Ballad for Americans**

LESSON I.

The purpose of the assignment was the gathering of material to furnish background for an appreciation of *Ballad for Americans*.

*Assignment:*

1. Who were the following and what were their contributions to American life and culture: Tom Paine, Haym Solomon, Crispus Attucks, Edward Bok, Michael Pupin, Samuel Gompers?
2. List the waves of immigration by their time and by nationality.
3. List, as many as you can, the different religious groups in America.
4. Give the names of three great immigrants (other than those mentioned above) and give their contributions to American life and culture.

*In Class:*

After discussion and board work, play the *Ballad for Americans*. Then follow with the assignment for the next day.

## LESSON II.

*Assignment:*

Write an article of about 200 words on one of the following topics:

1. Forces in America that foster harmony among races.
2. Forces in America that foster disharmony among races.
3. Contributions to American culture by immigrant groups.
4. American leaders of civil liberties.
5. Contribution of *one* national immigrant group to American culture.
6. Melting pot vs. one racial strain idea.
7. Is it advisable for immigrant groups to retain their culture?

In class discuss the ideas in articles written pro and con. Summarize.

**Dorie, The Messboy**

by Henry Goodman

(The following poem was performed as a number in a student aid play as a solo and choral recitation, with a Negro boy dramatizing the lines in pantomime. Spotlights, sound effects, and scenery suggesting the deck of a ship made this vivid and stirring.)

*Solo*

Dorie with his mess-tray  
Shufflin' from the galley—  
Walkin' slow and dreamy  
Like in his Texas valley.

*Chorus*

Hey, Dorie  
Ain't you got no heart?  
Hungry are the sailors  
Waiting at the table—  
Hot food for the fighting-men  
White and fit and able!

*Solo*

Overhead a murmur—  
Giant bees a'humming;  
Lookout pipes his whistle—  
Japanese are coming  
Dorie drops his mess-tray—  
Japs! The Japs are coming!

*Solo*

Captain walks his quarter—  
Sees that all is ready;  
Gunners at their stations  
Pumping cool and steady,  
Loading up their weapons,  
Aiming cool and deadly.

Down the Nippon traitors  
Dive with guns a'firing;  
Dorie stands bewildered  
In angry wonder glaring;  
Startles when the Captain  
Wounded falls, unfeeling.

Up the bridge goes Dorie—  
Saves his Captain, wounded.  
Turns to man a cannon  
By fallen men surrounded—  
Never fired a bullet  
Though guns were all around him.

*Chorus*

Hey, Dorie  
Ain't you got no fear?

*Dorie*

Courage got no color

*Chorus*

Then join these fighting sailors—  
Join them at the table;  
Hot food for our fighting men  
*United*, fit and able.

### The Fight For Brotherhood\*

Yes, you'd know him for a heathen  
 If you judged him by the hide,  
 But bless you, he's my brother,  
 For he's just like me inside.—Robert Freeman, *The Heathen*

A mystic bond of brotherhood makes all men one.—Goethe, *Works*  
 (1832)

In all people I see myself, none more and not one a barleycorn less,  
 And the good or bad I say of myself I say of them.—Walt Whitman,  
*Song of Myself*

Something there is that doesn't love a wall,  
 That wants it down.—Robert Frost, *Mending Wall*

"Men work together," I told him from the heart,  
 "Whether they work together or apart."—Robert Frost, *The Tuft of*  
*Flowers*

During my recent tour for the purpose of exciting the minds of the people by a series of discourses on the subject of slavery, every place that I visited gave fresh evidence of the fact that a greater revolution in public sentiment was to be effected in the free States and particularly in New England—than in the South. I found contempt more bitter, opposition more active, detraction more relentless, prejudice more stubborn, and apathy more frozen than among slave owners themselves. Of course, there were individual exceptions to the contrary. This state of things afflicted, but did not dishearten me.

William Lloyd Garrison, *Commencement of the Liberator*

Quoting John Brown:

(In referring to his activities): It is, in my opinion, the greatest service a man can render to God.

"I pity the poor in bondage that have none to help them; that is why I am here; not to gratify any personal animosity, revenge, or vindictive spirit. It is my sympathy with the oppressed and the wronged, that are as good as you, and as precious in the sight of God."

You don't know your testament when you see it.

Henry David Thoreau, *A Plea for Capt. John Brown*

\* (Quotations from the writings of men who have fought for brotherhood.)

The mass of those to whom slavery was a dim recollection of childhood found the world a puzzling thing; it asked little of them, and they answered with little, and yet it ridiculed their offering. Such a paradox they could not understand, and therefore sank into listless indifference, or shiftlessness, or reckless bravado.

W. E. Burghardt Du Bois, *The Souls of Black Folk*

I, TOO, SING AMERICA

I, too, sing America.  
 I am the darker brother.  
 They send me to eat in the kitchen  
 When company comes,  
 But I laugh,  
 And eat well,  
 And grow strong.

Tomorrow,  
 I'll sit at the table  
 When company comes,  
 Nobody'll dare  
 Say to me,  
 "Eat in the kitchen,"  
 Then.

Besides,  
 They'll see how beautiful I am  
 And be ashamed,—

I, too, am America.

Langston Hughes

## Literature In Today's World

"It is the opinion of the committee that the war has accelerated the movement of specialization in education to such a degree and has raised the expert to such an eminence that the values of humanistic education seem, in some quarters, insignificant and paltry. It is essential, therefore, particularly at this time, to reaffirm the value of a rich course of study in the humanities with the end that the virtue of spiritual breadth in education be not subordinated to the new virtue of efficiency.

In recommending adaptations of the literature curriculum to the war effort, the committee has interpreted the present crisis to be one that includes and transcends the exigencies of wartime. It is obligatory that educators see the lives of their pupils as continuing after the battles have been fought; otherwise, the children's years of schooling will be, apart from the vocational efficiency acquired, a spent rather than a permanently dynamic force. It must be borne in mind that, as John Stuart Mill has said, "With small men, no great thing can really be accomplished."

(From The English Curriculum Workshop Report, 1942)

With these words in mind, the editors recommend the emphases that follow. Teachers can find similar values for other texts and other values for the texts mentioned.

Abe Lincoln—Carl Sandburg

Abraham Lincoln—John Drinkwater

What are we doing to complete the work that Lincoln began?

An Enemy of the People—Henrik Ibsen

What is the responsibility of the individual for the improvement of society?

Arrowsmith—Sinclair Lewis

Free scientific inquiry—a cornerstone of democracy.

What use does Nazism make of science?

It is necessary to develop the individual in order to reach the highest achievements of mankind.

What is the scientific point of view; method of thinking?

What aspects of our society stand greatly in need of improvement?

What types of people are assets to society? Liabilities?

*Conciliation with America*—Edmund Burke

The long struggle for representative government should inspire us to preserve and extend freedom.

*Autobiography of Lincoln Steffens*

An American tells what he believes in.

Shall we, in this period of national emergency, continue to criticize the weak spots in America? In our Allies?

*Call of the Wild, The*—Jack London

Destroy the old, the infirm; only the strong have a right to live: Nazism incarnate.

*Aes Triplex*—Robert Louis Stevenson

We need courage today.

*American and Briton*—John Galsworthy

What ties other than language bind the United Nations?

*Fifty-first Dragon, The*—Heywood Broun

We need courage today.

What ideals are our men fighting for?

Do we today need "magic words" and artificial assurances?

Compare *Self-Reliance* by Ralph Waldo Emerson.

*Ingo*—Christopher Morley

Compare Ingo with a product of the Nazi schools.

*Message to Gargia, A*—Elbert Hubbard

Discuss Major General Clark's service.

How can each of us today "carry a message to Garcia?"

*New Freedom, The*—Woodrow Wilson

Compare Wallace's *Century of the Common Man*.

What is the story of Wilson's Fourteen Points?

*Nobodies, The*—Henry M. Tomlinson

Compare the role of the common man in World War I and World War II.

*Giants in the Earth*—Ole Edvart Rolvaag

Contrast pioneering with conquest.

What debt does America owe the rest of the world?

*Hamlet*—William Shakespeare

What kind of thinking leads to the most effective action?

What is the role of the intellectual in progress?

*Idylls of the King*—Alfred Lord Tennyson

Why is an ethical basis necessary for any just society?

How does our society measure up to an ethical standard?

*Ivanhoe*—Sir Walter Scott

Compare feudalism with Nazism.

*Julius Caesar*—William Shakespeare

Note the picture of dictatorship.

How can we recognize and protect ourselves from demagoguery?

What are worthy ambitions?

What limitations on ambition do you recognize?

Compare with *Macbeth*.

*Macbeth*

Compare *Macbeth* with twentieth century dictators.

Compare *Macbeth's* with Hitler's and Tojo's barbarism.

How can we prevent the growth in individuals of a Hitlerian lust for power?

Find parallels to the Gestapo.

*Modern Biography*—Marietta A. Hyde

Lincoln Steffens, Abe Lincoln, Mark Twain, Carlton Parker—  
for this we fight; that they shall not have lived in vain.

What contributions to society did each make?

What obstacles did each have to overcome?

How can their lives benefit you?

*Modern Pioneers*—Scarlet and Cohen

Steinmetz, Mme. Curie—Contrast the scientific approach with the  
Nazi mythology.

Consider the scientist as a citizen of the world.

Consider the activities of Eve Curie today.

*Odyssey, The*—Homer

Compare the heroes of modern war with Odysseus.

Consider the Phaeacian form of government: the place of women,  
their attitude toward beggars, their customs.

What in Odysseus is eternal? Find modern parallels to events  
in *The Odyssey*.

*Old Wives' Tale, The*—Arnold Bennett

To Sophia, current history was only a noise in the distance. Are there ostriches among us today?

Compare practices during the Siege of Paris (inflation, hoarding) with similar practices today.

Are our lives more effectual than those of Constance and Sophia?

*Beggar and the King* (Atlantic Plays)

Show how the play fits the theme of freedom from want.

*Boor, The* (Goldstone's *One Act Plays*)

Could the Russians have turned back the Nazi machine with an army of Popovs?

*Thrice Promised Bride, The* (Goldstone's *One Act Plays*)

How well do we understand the Chinese?

*Galsworthy's Plays* (*Strife, Loyalties, Silver Box, The*)

Labor struggles, anti-Semitism, class justice: three problems for today.

*Return of the Native, The*—Thomas Hardy

Clym struggles to bring enlightenment to his people. Can education succeed where the economic standard is one of mere subsistence?

Review Clym's ideals for their practicality; compare them in that light with our present-day ideals, the ones for which we are fighting.

Selfishness and pride lead to destruction in nations as well as in individuals.

*Roads to Travel*—Finch and Parker

What contributions have other nations made to American culture?

What is the present condition of these lands?

*Frill, The*—Pearl S. Buck

What has made it possible for China to hold out?

*Kiskis* (Williams' *New Narratives*)

Consider in connection with freedom from prejudice.

*Meadow Lark*—Edna Ferber

What constitutes the lure of the air? Consider air power in this war.

*Silas Marner*—George Eliot

Life is more enjoyable when we learn to live and cooperate and share with others.

"No man is an island entire of itself." Compare with nations.

The role of ignorance and fear as causes of intolerance is great.

*Son of the Middle Border, A*—Hamlin Garland

The American spirit expresses itself in pioneering.

*Story Biographies*

The section on Paderewski presents a crystallization of the Polish character, the basis of a free Poland.

*Story of My Life, The*—Helen Keller

Casualty lists! What is our responsibility to those who are maimed by war?

*Tale of Two Cities, A*—Charles Dickens

Consider poverty and injustice as causes of revolution.

Our present ideals of freedom from want and freedom from fear would remove the grounds for revolution.

Compare the *Jacquerie* with modern underground movements.

What caused the fall of France in 1941?

*Typhoon*—Joseph Conrad

How great are the natural dangers faced by the men who deliver the goods!

*Up From Slavery*—Booker T. Washington

What is the Negro's place in American society?

What is the Negro's stake in the present war?

Will the Negro's lot be any better in this country after the war?

## Detailed Units

### Macbeth

The study of *Macbeth*, proposed below, will, in no way, distort the essential spirit of the play. The committee is in complete agreement that no violence should ever be done to any work of art to make it a tract for the times. Those teachers who may wish to emphasize the medieval nature of the play with its witchcraft, or to stress the moral truths expressed in the corruption of Macbeth's spirit, may still do so. The approach suggested herein is rather social and political, but must include as well, the three aspects of the play mentioned above.

The play, *Macbeth*, is an example of man's struggle against tyranny. Shakespeare gives us the conflict as experienced by the tyrant himself, but enough is given of the opposing forces to fill out the picture.

A study of the play from this view may be divided into the following topics:

A. *The Development of Tyrants*—a glance at the careers of Hitler, Napoleon, Alexander the Great, Ghengis Khan, and any others the students may know; trace the rise and fall of several of these, pointing to the insatiable nature of their desires.

1. Why did these men develop such insatiable desires?
2. What part did frustration play in developing these megalomaniacs?
3. What circumstances enabled them to rise to power?
4. How does Macbeth's career fit into this pattern?

B. *The Solution of the Play*—a discussion of the bloody course of Macbeth's role. The opposition develops and decides to fight.

1. Why did Macbeth kill so many people?
2. Why did Malcolm oppose him?
3. Why did Macduff oppose him?
4. What kind of man was Macduff?
5. Would you have been in favor of a peace treaty to prevent the war that followed?
6. Why was war the only possible solution?

C. *The World to Come*—the only solution we now have in our fight against tyranny is an expensive and a tragic one. We must organize a world where such people cannot exist.

1. What suggestions have you to prevent the rise of tyrants in the future?
2. How would you prevent frustration of individuals and nations?
3. What kind of normal outlets would you provide for the aggressive tendencies of war?
4. How would you prevent the development of conditions leading to the rise of dictatorships?
5. What are the essentials of a good life that would satisfy most people?

### The Tale of Two Cities

*"There were two "Reigns of Terror," if we would but remember it and consider it; the one wrought murder in hot passion, the other in heartless cold blood; the one lasted mere months, the other had lasted a thousand years; the one inflicted death upon ten thousand*

persons, the other upon a hundred millions; but our shudders are all for the "horrors" of the minor Terror, the momentary Terror, so to speak; whereas, what is the horror of swift death by the ax compared with lifelong death from hunger, cold, insult, cruelty, and heartbreak? What is swift death by lightning compared with death by slow fire at the stake? A city cemetery could contain the coffins filled by that brief terror which we have all been so diligently taught to shiver at and mourn over; but all France could hardly contain the coffins filled by that older and real Terror—that unspeakably bitter and awful Terror which none of us has been taught to see in its vastness or pity as it deserves."

From *A Connecticut Yankee in King Arthur's Court*—Mark Twain.

The following discussion outline is intended for use after the reading of the text has been completed.

*Preliminary Questions:*

1. Tell the story of Marie Antoinette. Does an aristocracy so devoid of sympathy for human beings deserve the fate meted out to it?
2. Why are reforms in our country more likely to be effected without violence? Tell of one reform that was brought about only after bloodshed. Tell of some reforms that follow a more typical American pattern of legislation and balloting.
3. Is there danger in too much mercy toward defeated tyrants?
4. What similar grapes of wrath are ripening against tyrants today? Already have ripened? What forms of reprisal will liberated peoples take against quislings and foreign invaders? Should the United States make any attempt to restrain such expressions of revenge?

*Topic I. Customs and ceremonials of freedom in free France.*

- A. Meaning of Bastille Day, July 14.
- B. Ceremonials: Dancing in the streets, free admission to state theatres, the display of the tri-color. Trace origins to the memorable days of the early revolution in France, 1789: Bastille, LaCarnagnole, chateau-burning.
- C. Questions:
  1. What influence did French thought have upon the American Revolution in 1775? (Rousseau, Diderot, Voltaire,

Montesquieu). For what reasons is it important today to recollect these influences?

2. What influence did the American example have upon the French Revolution of 1789? (Washington, Tom Paine, Franklin, anti-royalism, representative government, rights of man.)

### *Topic II—The Struggle for Self-Government*

- A. The wine-shop scene. What grievances are demonstrated in this incident? Would you blame the peasant himself for his brutalized conduct? How could the revolutionary movement have prepared the peasants for self-government?
- B. The life of the noble. What harmful qualities did the noblemen as a class possess? What good qualities? Should their good qualities have been sufficient to redeem them from death?
- C. Rights of the individual. The story of Dr. Manette. What violations of Dr. Manette's personal rights would Americans never tolerate?
- D. Man's right to govern himself. How was the French government after 1789 superior to that of the aristocracy? Are there "natural" rulers? How shall we determine who shall rule?
- E. France today. Why do the French people connect Petain's name with that of Hitler's? How does our government's recognition of the French Committee of National Liberation help to continue and strengthen true democratic ties between France and the United States?
- F. Concluding questions:
  1. Does Dickens favor the aristocrats or the revolutionaries?
  2. How can a democratic society utilize the best qualities of the aristocracy without permitting it to control that society?
  5. Why did the French civilization of pre-1789 fail? Why did France fall in 1940? What meaning did the motto, "Liberty, Equality, Fraternity" have after the French Revolution? What meaning does it have today?

### *Topic III—Class Activities*

- A. Parallelisms: Noteworthy quotations may be collected in parallel columns, embodying the beliefs in democratic prin-

- ciples uttered by famous Frenchmen and by famous Americans of the Eighteenth Century.
- B. The Statue of Liberty: A report of the donation by the French of the Statue of Liberty should be orally given before the class on the basis of findings in the encyclopedias.
- C. The Key to the Bastille: A report of the presentation of the key to Washington.
- D. Patriotic Songs: The origins of French and American patriotic songs should be examined emphasizing their role in aiding the democratic way of life. *Marseillaise*, *La Carmagnole*, *Ca Ira*, other national songs.
- E. Liberty days in many countries:
1. July 4 in the United States. Independence Day.
  2. Bolivar in South America.
  3. Bastille Day.
  4. November 7 in Russia.
  5. Any others.

### The Frill

#### Motivation:

1. What false impressions of the Chinese do people often have?
2. What are some facts that disprove these false impressions?
3. Can you figure out how the myth of Chinese inferiority slyness came into being? Do you believe that some peoples are not suited by nature to rule themselves, but need outside help?
4. What false notions have we about other groups of distant peoples? Tell of one false notion you had about any group and how you rid yourself of this idea.

#### Content:

1. What wonderful ideals does the story show the Chinese to possess?
2. What vicious ideas do the foreign women have concerning the Chinese?
3. In what ways does the Chinese tailor show himself superior to both of the foreign women?

4. What undesirable ideas about subject races does Mrs. Lowe hold? Mention a few ways in which the Chinese is insulted by her.
5. What is Mrs. Lowe's notion of how to treat subject races? What part did such notions held by foreigners play in the fall of Shanghai and Burma?

*Summary and Thought Questions:*

1. What agonized meaning lies in the title?
2. What is the probable future of the Chinese? Would the Japanese domination be better or worse than that of such foreigners as Mrs. Lowe?
3. In what ways is the U. S. helping China in its fight? In what ways are the Chinese helping us in our fight? Mention one instance showing how the virtues of the Chinese people as shown in this story will eventually bring victory.
4. What scientific, educational, religious, economic aid should we give to China after the victory? Why do Americans want and need a strong and unified China?
5. What is the right way for Americans to behave in foreign lands? Are our boys in the scattered nations observing these suggestions?

---

(From *Short Stories*—Schweikert)

### **The Golden Treasury**

One of the great values in the teaching of poetry is the understanding students gain of the ideals and emotions that have moved other men. Such understanding may be broadened by the study of related poems to include those aspirations that have affected nations as a whole.

One of our aims is the development of the understanding of such aspirations as have inspired the United Nations in the past and present. The essential spirit of each of these may be found in its poetry and song. Since our bookrooms abound in English and American poetry, it should be possible to base many substantial lessons on good poetry.

The following unit, based on the *Golden Treasury*, should give our students such an appreciation of our gallant allies, the English.

- |               |  |   |
|---------------|--|---|
| 1. Milton     | <i>On the Late Massacre in Piedmont</i>            | A classic outcry against religious persecution                    |
| 2. Lovelace   | <i>To Lucasta, on Going to the Wars</i>            | The young man chooses honor before love                           |
| 3. Thomson    | <i>Rule, Britannia</i>                             | "Britons never shall be slaves."                                  |
| 4. Collins    | <i>Ode Written in 1746</i>                         | "How sleep the brave who sink to rest?"                           |
| 5. Scott      | <i>Gathering Song of Donald the Black</i>          | Stirring picture of Scottish clans rising to defend their country |
| 6. Campbell   | <i>Ye Mariners of England Battle of the Baltic</i> | "Pro Patria Mori"   |
| 7. Wordsworth | <i>Ode to Duty</i>                                 |   |
| 8. Byron      | <i>On the Castle of Chillon</i>                    |   |
| 9. Wordsworth | <i>On Milton</i>                                   |   |
| 10. Southey   | <i>After Blenheim</i>                              | Is the present war like the pirate wars of princes of old?        |

### One Hundred Narrative Poems

Some of the titles in *One Hundred Narrative Poems* that lend themselves readily to contemporary needs are: *God's Judgment on Hatto*, *The Battle of Blenheim*, *Incident in a French Camp*, *Arnold Von Winkelried*, *Charge of the Light Brigade*, *Hervè Riel*, *Prisoner of Chillon*, *Ballad of East and West*, *Marco Bozzaris*, *The Revenge*, *The Defense of Lucknow*, *Opportunity*, *Vigil Strange I Kept on the Field One Night*, *Defense of the Alamo*.

### The Poetry of Flight

Youth's love of aviation opens the way for a love of the poetry of flight. The glamor that surrounds the person of the aviator can be recaptured in a poem about the aviator. What appeals most is the sense of ever-impending danger, of youth engaged nobly in a noble cause. By means of such poetry, a more intense understanding of all poetry can be aroused, while at the same time the pupil can be swept up into passionate accord with the ideals for which American flyers take flight into foreign skies. The following poems provide an emotional interest for every pupil today.

#### HIGH FLIGHT\*

Oh! I have slipped the surly bonds of earth  
 And danced the skies on laughter-silvered wings;  
 Sunward I've climbed the joined, the tumbling mirth  
 Of sun-split clouds—and done a hundred things  
 You have not dreamed of—and wheeled and soared and swung  
 High in the sunlit silence. Hovering there,  
 I've chased the shouting wind along and flung  
 My eager craft through footloose holes of air.  
 Up, up the long, the delirious burning blue  
 I've topped the wind-swept heights with easy grace,  
 Where never lark or even eagle flew.  
 And while with silent lifting mind I've trod  
 The high untrespassed sanctity of space,  
 Put out my hand and touched the face of God.

John Magee

\* \* \* \*

#### LOCKSLEY HALL EXCERPT)†

For I dipped into the future, far as human eye could see,  
 Saw the vision of the world and all the wonder that would be;  
 Saw the heavens fill with commerce, argosies of magic sails;  
 Pilots of the purple twilight, dropping down with costly bales,

\*(The poet who wrote this was an aviator in the Canadian Air Force. He was killed in action on December 11, 1941 at the age of nineteen.)

†(This poem was written in 1842. How many of the prophecies have come true?)

Heard the heavens fill with shouting, and there rained a ghastly dew  
 From the nations' airy navies, grappling in the central blue;  
 Far along the world-wide whisper of the south wind rushing warm  
 With the standard of the peoples plunging through the thunderstorm;  
 Till the war drum throbbed no longer, and the battle flags were furled,  
 In the Parliament of Man, the Federation of the World.

Alfred Lord Tennyson

\* \* \* \*

#### COCKPIT IN THE CLOUDS

Two thousand feet beneath our wheels  
 The city spreads across the land  
 Like heaps of children's blocks outflung  
 In tantrums by a giant hand.  
 To east a silver spire soars  
 And seeks to pierce our lower spire  
 Above its grasp we drift along,  
 A tiny, droning, shining thing.

The noon crowds pack the narrow streets,  
 The 'el' train moves so slow, so slow,  
 Amidst the traffic, chaos, life,  
 The city's busy millions go.  
 Up here, aloof, we watch them crawl,  
 In crystal air we seem to poise  
 Behind our motor's throaty roar—  
 Down there, we're just another noise.

Dick Dorrance

\* \* \* \*

#### PEGASUS LOST

The door stood wide, I went into the air;  
 The day was blue and filled with rushing wind,  
 A day to ride high in the heavens and taste  
 The glory of the gods who tread the stars.  
 Up in the nighty purity I saw  
 A flashing shape that gladly sprang aloft—  
 My little Pegasus, like a far white bird  
 Seeking the sun regions never to return.

Elinor Wylie

## ICARUS

Icarus is fallen here, the wondrous boy  
 Who challenged heaven with his wings; the wave  
 Received his body, feathers could destroy,  
 But left with envy in their hearts the brave  
 Heavenly accomplishment, glory without end,  
 To pluck such honor with such dearth of tears!  
 Happy misfortune, that could thus extend  
 Victory to the conquered down the years!  
 Will (for a path so perilous) he did not lack,  
 Power eluded him, not bravery;  
 Stars in their flaming orbits watched his track  
 And marked for high adventure this winged doom.  
 The sky was his desire, his sepulchre the sea:  
 Is there a lovelier pattern, a richer tomb?

Philippe Desportes

\* \* \* \*

## INDIFFERENCE

Over my garden  
 An airplane flew,  
 But nothing there  
 Either cared or knew.  
 Cabbage butterflies  
 Chased each other,  
 A young wren cried  
 Seeking his mother.  
 Gay zinnias  
 With heavy heads,  
 Flaunted yellows  
 And mauves and reds.  
 A humming bird  
 Of the late larkspur  
 Never knew  
 What went over her.  
 Crickets chirped and  
 A blinking toad  
 Watched for flies  
 On the gravel road.

They don't care  
 How smart men are  
 To go to heaven  
 In a flying car.  
 To a yellow bee  
 Or a marigold  
 The adventure seems  
 A trifle old.

Louise Driscoll

### A Fistful of Fighting Quotations

"Proclaim liberty throughout all the land unto all the inhabitants thereof; it shall be a jubilee unto; and ye shall return every man unto his family."—*Leviticus*, 25:10

\* \* \* \*

"Is life so sweet as to be purchased at the price of chains and slavery? Forbid it, Almighty God. I know not what course others may take, but as for me, give me liberty or give me death."—Patrick Henry

\* \* \* \*

"We hold these truths to be self-evident; that all men are created equal; that they are endowed by their Creator with inherent and inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted among men, deriving their just powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundations on such principles and organizing its powers in such form as to them shall seem most likely to effect their happiness."—Thomas Jefferson

\* \* \* \*

"These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of his country; but he that stands it now, deserves the love and the thanks of man and woman."—Thomas Paine—*The Crisis*

\* \* \* \*

"Those who expect to reap the blessings of freedom must, like men, undergo the fatigue of supporting it."—Thomas Paine

"Liberty will not descend to a people, a people must raise themselves to liberty; it is a blessing that must be earned before it can be enjoyed."—Charles Caleb Colton

\* \* \* \*

"O Freedom! thou art not, as poets dream  
A fair young girl, with light and delicate limbs,  
And wavy tresses gushing from the cap  
With which the Roman master crowned his slave  
When he took off the gyves. A bearded man,  
Armed to the teeth, art thou; one mailed hand  
Grasps the broad shield, and one the sword; thy brow,  
Glorious in beauty though it be, is scarred  
With token of old wars; thy massive limbs  
Are strong with struggling."

William Cullen Bryant, *The Antiquity of Freedom*

\* \* \* \*

"I intend no modification of my oft-expressed wish that all men everywhere could be free."—Abraham Lincoln

\* \* \* \*

"The cause of civil liberty must not be surrendered at the end of one or one hundred defeats."—Abraham Lincoln

\* \* \* \*

"What constitutes the bulwark of our own liberty and independence? It is not our frowning battlements, our bristling sea coasts, our army and our navy. These are not our reliance against tyranny. All of those may be turned against us without making us weaker for the struggle. Our reliance is in the love of liberty which God has planted in us. Our defense is in the spirit which prized liberty as the heritage of all men, in all lands everywhere. Destroy this spirit and you have planted the seeds of despotism at your own doors. Familiarize yourselves with the chains of bondage and you prepare your own limbs to wear them. Accustomed to trample on the rights of others, you have lost the genius of your independence and become the fit subjects of the first cunning tyrant who rises among you!"—Abraham Lincoln (From a Speech at Edwardsville, Illinois, 1858)

\* \* \* \*

"Neither let us be slandered from our duty by false accusations against us, nor frightened from it by menaces of destruction to the government, nor of dungeons to ourselves. Let us have faith that

right makes might, and in that faith let us to the end dare to do our duty as we understand it."—Abraham Lincoln

\* \* \* \*

"A man is a man, at bottom. Whole ages of abuse and oppression cannot crush the manhood clear out of him. Whoever thinks it a mistake is himself mistaken. Yes, there is plenty good enough material for a republic in the most degraded people that ever existed . . . if one could but force it out of its timid and suspicious privacy, to overflow and trample in the mud any throne that ever was set up and any nobility that ever supported it."—Mark Twain in *Connecticut Yankee in King Arthur's Court*

\* \* \* \*

"Not a grave of the murder'd for freedom but grows seed for freedom,  
in its turn to bear seed,  
Which the winds carry afar and re-sow, and the rains and the  
snows nourish.

Not a disembodied spirit can the weapons of tyrants let loose,  
But it stalks invisibly over the earth, whispering, counseling,  
cautioning,

Liberty, let others despair of you—I never despair of you.

Is the house shut? Is the master away?

Nevertheless, be ready, be not weary of watching.

He will soon return, his messengers come anon."

Walt Whitman—*Europe*

\* \* \* \*

The real wisdom of human life is compounded out of the experiences of ordinary men. The utility, the vitality, the fruitage of life does not come from the top to the bottom; it comes, like the natural growth of a great tree, from the soil, up through the trunk into the branches to the foliage and the fruit. The great struggling unknown masses of the men who are at the base of everything are the dynamic force that is lifting the levels of society. A nation is as great, and only as great, as her rank and file."—Woodrow Wilson—*The New Freedom*

\* \* \* \*

"In the future days, which we seek to make secure, we look forward to a world founded upon four essential freedoms.

The first is freedom of speech and expression—everywhere in the world.

The second is freedom of every person to worship God in his own way—everywhere in the world.

The third is freedom from want, which translated into world terms, means economic understanding which will secure to every nation a healthy peacetime life for its inhabitants—everywhere in the world.

The fourth is freedom from fear, which translated into world terms, means a world-wide reduction of armaments to such a point and in such thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world.”—F. D. Roosevelt—*Message to Congress, January 6, 1941*

\* \* \* \*

“It is my belief that every freedom, every right, every privilege has its own price, its corresponding duty without which it cannot be enjoyed. The four duties of the people’s revolution as I see them to-day are:

1. The duty to produce to the limit.
2. The duty to transport as rapidly as possible to the field of battle.
3. The duty to fight with all that’s in us.
4. The duty to build a peace—just, charitable, and enduring.

The fourth duty is that which inspires the other three.”—Henry A. Wallace from *The Price of Free World Victory, 1942*

\* \* \* \*

“Let each of us Americans say, I maintain the tradition of my country. It does not matter to me what color a person’s skin is, black or white or yellow; it does not matter whether a person is Jew or Gentile, Catholic or Protestant, man or woman. If he believes in freedom and in human equality, he is a good American, and I will trust him.”—Pearl Buck in *American Unity and Asia*

## Books Go To War

We, as English teachers, are concerned with books and young minds. Our contribution, therefore, must be the mobilization of thought and action of our boys and girls in school—the harnessing of the untapped resources of impulse and idealism which an awakened youth can bring to the total war effort.

How shall we achieve these joint goals?

By making available to our pupils knowledge to strengthen them in this crisis, understanding to shape their will toward the difficult undertakings that lie ahead.

Books alone will not win the war—but the Fascist enemy himself has shown that he fears the book for the mighty weapon it is. It is no accident that the Bible and other basic books are defended to the death by the civilized peoples of the world. It is no accident that our enemy sees in books only an invitation to use the torch.

This is a specific list for a specific purpose at a specific time. The themes of many of the books are timeless, as the struggle for ideals is timeless. But the central value of these books is that they explain our crisis, describe the various fronts of the war which has engulfed the world, reveal the heroism of the unnamed fighter for freedom, and impart to us the awareness which we must have if we are to survive in a better world.

These books \* reveal the momentous stakes for which the allied nations are fighting. In the exile's tale of flight and readjustment, the reporter's account of "underground" perils and deeds, in the simple recital of some child's sufferings or a workman's resistance, the faith in freedom is renewed and loyalty to ideals made more meaningful. The young reader who was held, yesterday, by the melodrama of a contrived romance will see in today's books the drama of sacrifice and struggle for national and social liberation, for the material and

---

\*See *Books Go To War* in HIGH POINTS for September 1942 which serves as the basis for this revised and expanded compilation.

spiritual treasures of civilization, for the continued and deepened reliance on the democratic procedure.

From these personal narratives, documented reports, novels and other fictional treatments of the war, the boys and girls of our schools will come away with that knowledge which the potential participant in the war must possess. It will be a knowledge that goes beyond the mere accumulation of facts about the enemy and our allies, about our respective military and civilian power. It will serve to overcome indifference or cynicism which is, in effect, a denial of all values. It will stimulate readiness to sacrifice, courage to act, and ability to translate ideals into deeds. It will fortify faith in our cause and confidence in the ultimate triumph of the common man.

### How It Began

*A Cartoon History of Our Times*

David Low

In penetrating and grimly amusing cartoons, the best political cartoonist of our times tells how it all began. The text by Quincy Howe fills in the necessary historical background. Simon and Schuster

*Ambassador Dodd's Diary* (M)\*

William E. Dodd

What does the calm American observer think of Nazi ideas and leaders in action? The diary of our late ambassador to Germany gives you an honest, detailed picture of the diplomatic scene in Berlin. Behind it all you see how Germany became Enemy Number One of all democracies. Harcourt, Brace

*Blood and Banquets*

Bella Fromm

What made Hitler and the Nazi tyranny possible? A vivid, dramatic answer is given in "Blood and Banquets," which is based on a day-to-day diary of people and events in Germany from the time preceding Hitler's rise to power to the beginning of the war. This Winchellesque, gossipy book is not only easy and pleasant reading but highly informative as well. Harper

*Berlin Diary*

William L. Shirer

Digging up news and getting it out of a country bristling with unfriendly censors is a challenge worthy of any live-wire reporter. The

\*The (M) after titles indicates books intended for mature pupils.

author gives an unforgettable picture of the humiliating armistice that the French were made to sign at Compiègne. If you enjoy listening to top-notch news commentators, you'll want to read this book. Knopf

*Goodbye Japan*

Joseph Newman

The Tokyo correspondent of the New York *Herald Tribune* writes an unusually lucid, level-headed, and authentic account of Japan before December 7th. The author feels that the Japanese people can learn the ways of democracy only after they have been liberated from militarism and their Emperor. L. B. Fischer

*Tokyo Record* (M)

Otto D. Tolischus

Why did Japan plunge into the war? What made her military clique so arrogant and bent on world conquest? In this smoothly written diary, the New York *Times* correspondent, traces the events, the diplomacy, the customs, and thinking of the Japanese up to the attack on Pearl Harbor and after. The parallels between Japan and Nazi Germany are illuminating. Reynal and Hitchcock

*Personal History* (M)

Vincent Sheean

If, while we live through the cruelties of this war, we make up our minds to make this the last war, we must remember that it did not begin suddenly when Hitler and his armies marched into Poland. Vincent Sheean vividly shows us the evil forces that worked against peace and freedom in the years immediately following the first World War. Garden City

*Sawdust Caesar* (M)

George Seldes

For fifteen years, George Seldes watched Mussolini grow from petty tyrant to inflated imperialist. In this vivid biography, the pompous Italian dictator is revealed as a traitor who sold his country for a handful of gold, a coward who "marched on Rome" after it was made safe by his gangsters, a murderer who was involved in the assassination of Matteoti. At this writing, of course, the fall of Mussolini, gives the book a kind of historical interest. Grosset and Dunlap

*Appeasement's Child* (M)

T. J. Hamilton

If John Gunther had written it, this book would have been called "Inside Franco Spain." With a sober martialing of facts the author answers such questions as: Was the civil war in Spain the beginning of World War II? How neutral is Franco's Spain? What influence is it exerting on Latin America? Shall we continue to appease this child of appeasement?

Knopf

## EYE WITNESSES

*I Saw It Happen*

Lewis Gannett, Editor

This collection of crucial chapters taken from our most famous eye-witness accounts paints a vivid picture of World War II, beginning with a fantastic taxi ride through the Siegfried Line and ending with the grim reality of Pearl Harbor.

Pocket Books

*I Saw The Fall of the Philippines*

Col. Carlos P. Romulo

The book is based on the confidential diary written by the last man off Bataan. He is a native Filipino editor, Pulitzer prize-winner, colonel on McArthur's staff.

Doubleday, Doran

*I Served on Bataan*

Lt. Juanita Redmond

This is a story of Filipino and white heroism told very simply by a nurse who was at Manila. She introduces us to the wounded who are bombed out of a make-shift hospital. We meet the unsung heroes of Bataan. Very easy reading.

Lippincott

*Guadalcanal Diary*

Richard Tregaskis

The story of the heroism of the men who landed and occupied Guadalcanal is unfolded from the time the author sailed on a transport for a destination unknown to the landing and occupation of the tiny seven-mile strip. The epic struggle of the defense by our men against innumerable attacks by superior air, land, and sea forces is well told.

Penguin Books

*Letter From New Guinea*

Vern Hoagland

If you've wondered how a modern young man lost in the jungle could come out alive, here's your answer. An A. P. reporter, formerly

of Hollywood, is forced to bail out over the wilds of New Guinea and wanders for weeks before he reaches Port Moresby. His courage and faith amidst extreme hardships make this an unusual book.

Farrar and Rinehart

*Battle For The Solomons*

Ira Wolfert

Ira Wolfert, one of our fearless correspondents, arrived by plane at Guadalcanal just as our boys were slugging it out with the Japs. This is his exciting and proud story of the "fightingest engagement" since Corregidor. Mr. Wolfert knows the American boys, he has seen them stand up under everything.

Houghton, Mifflin

*My War With Japan*

Carroll Alcott

A bullet-proof vest, a .45-caliber automatic, a body guard, and plenty of courage were all that Mr. Alcott needed to get his job done. He was just a radio commentator over Shanghai's station XMHA who was dead set on telling the truth about the Japs. This is the story of his fierce one-man fight against the Rising Sun.

Holt

*Prisoner of the Japs*

Gwen Dew

This is what an American woman saw during the battle of Hong Kong and during her subsequent imprisonment by the Japs. It is a vivid, moving, personal account that leaves the reader with a more intense hatred for the savagery and stupidity of Fascism, and a greater desire to help rid the world of it.

Knopf

*H. M. S. Corvette*

Monsaratt

For many months this medical officer stands the night watch on a small boat which is part of a British convoy ploughing through sub-infested waters. The story of the wounded and the torpedoed is told in very human and sometimes humorous terms. Very easy reading.

Lippincott

*Suez to Singapore (M)*

Cecil Brown

Although Cecil Brown does a lot of grousing about British censors and brass hats it is his burning and impatient faith in democracy that motivates him. Desert days and Singapore nights figure vividly in this exciting account of one of the modern world's darkest hours.

Random House

*They Call It Pacific*

Clark Lee

This famous newspaperman saw the defeat at Manila and the victory in the Solomons. He talked to Jap prisoners at Guadalcanal and was on a carrier which was torpedoed.

Viking

*My Sister and I*

Dirk Van Der Heide

Imagine trying to keep a diary when things are happening so fast that you have to run for your life. This account of a boy, who with his sister fled from Holland to America, is so real that you'll wish the book were longer.

Harcourt, Brace

*Pied Piper*

Nevil Shute

You have probably seen Monte Wooley acting as nurse to the six or seven children whom he takes to safety in England. The book is just as interesting as the moving picture; just as amusing in describing the Pied Piper's difficulties with the children; just as vivid in picturing the cruelty of the Nazi conquest of France.

Morrow

*A Thousand Shall Fall (M)*

Hans Habe

Here is the heartbreaking account of why and how France fell, written by a Hungarian volunteer with the French army who loved France and freedom. To the author the forces of defeat within France seemed even stronger than the Nazi Panzer divisions and their Stuka dive bombers.

Harcourt, Brace

*We Were Free (M)*

Constantin Joffé

Like Hans Habe, Constantin Joffé was one of the Foreign Volunteers fighting for France. His pictures of the terrors of a concentration camp, the civilian persecution of Jews, the savagery of the Nazis unite to make this book a testament against Fascism.

Smith &amp; Durrell

*Dress Rehearsal*

Quentin Reynolds

Remember the raid on Dieppe early in 1942? Here is the story told vividly and fully by an eye-witness from a steamer in the Channel. Portraits of Lord Louis Mountbatten, the commander-in-chief of Combined Operations (Commandos), and pilots are vividly drawn.

Random House

**THIS IS OUR ENEMY***Last Train From Berlin*

Howard K. Smith

This is a vigorous and thoughtful account of Germany immediately before December 7th, 1941, yet more interesting than most novels. The author believes that once the military machine is broken the entire Nazi structure will collapse. He warns, however, against re-sowing the seeds of Fascism.

Knopf

*Address Unknown*

Kressman Taylor

In a series of letters, assembled with dramatic effectiveness, the author tells the story of Nazi callousness and cruelty and of final retribution. It is thirty pages of suspense and tragedy.

Pocket Books

*The Seventh Cross (M)*

Anne Seghers

Seven prisoners escape from a Nazi concentration camp. The man-hunt is on! In this breath-taking story we learn that there are still some Germans with human sympathies.

Little, Brown

*Escape*

Ethel Vance

Among the things that bring joy to an American heart at this time is the thrill we get when we hear that American cleverness can get the best of Nazi thoroughness and Nazi guile. This story of an actress' escape from a concentration camp is one of the most exciting of our times.

Pocket Books

*Rogue Male (Man Hunt)*

Jeffrey Household

You may have seen the moving picture version called "Man Hunt." And that's just what it is—a Nazi man hunt of an Englishman who had Hitler in his gunsight at Berchtesgaden but forgot to pull the trigger—in time. A thriller.

Triangle Books

*Journey Into Fear*

Eric Ambler

A conventional English business man, shot at and missed as he enters his room in a hotel in Turkey, finds out he is the target of Nazi spies, whose aim is to prevent his return to England. The cruelty and ruthlessness of the Nazis is again revealed in this exciting and very well-told thriller.

Pocket Books

*The Murder of Lidice* (M)

Edna St. Vincent Millay

Newspaper reports of war horrors do not always move us. But when a poet dramatizes in a free-running chant the simple village life of ordinary people whose lives are smashed by the Hitler barbarians, we cannot fail to feel and understand. Harper

*You Can't Do Business With Hitler*

Douglas Miller

How was it that the business men, industrialists, financiers in France, England, and America kept on doing business with Nazi Germany even though Hitler was grabbing their investments and holdings in Germany? If you have the thirst for knowledge, here is an extraordinary source of information. Pocket Books

*School for Barbarians*

Erika Mann

Have you ever wondered how the Nazis are capable of such barbarous cruelty and hatred towards their own people and those in the conquered countries? This book answers that question by describing the Nazi schools and education. They can best be described as "schools for barbarians" and "education for death." Modern Age

*Education for Death* (M)

Gregor Ziemer

The Hollywood version of this book was called "Hitler's Children." Reading this sober, straight account of the Nazi education system is a terrifying experience. The facts scream at you! Oxford Press

*Our Enemy Japan* -

Wilfred Fleisher

What do you know about the strength of the enemy who attacked us so treacherously at Pearl Harbor? The essential facts are set down graphically by a newspaperman who lived and worked in the Land of the Rising Sun. Doubleday, Doran

*Report From Tokio* (M)

Joseph C. Grew

In this report to the nation our last ambassador to Japan (1932-1941) tells us why the Japanese think they can win this war and what we must do to defeat them. He wants the American people to know their enemy. Simon and Schuster

*Passport to Treason*

Allen Hynd

As exciting as any mystery or detective story you've read—and as incredible—is this account of how F.B.I. operatives track down Nazi spies and get information about Nazi plans. McBride

*Sabotage*

Michael Sayers and Albert E. Kahn

What goes on in the secret war against America? Read this important book and learn. Its breath-taking revelations should put all loyal Americans on their guard against the subversive tricks of enemies who attack from within. Harper

*Under Cover*

John Roy Carlson

A "must" book for every American who wants to know the names of native enemies within and what they're up to. For the author names names and some of them will startle you. Told not as a series of case histories but as part of an exciting personal experience, this book makes thrilling (and chilling) reading. Dutton

*The Fall of the City (M)*

Archibald MacLeish

This is a beautiful, serious treatment of the conquest of a city by the forces of Fascism. Pocket Reader

**WE FIGHT TOGETHER**

## CHINA

*China Will Rise Again*

Madame Chiang Kai-Shek

Ever since 1937 brave China has been resisting the cruel attacks of the powerful Japanese. She has never lost her courage nor her faith in victory. Mme. Chiang Kai-shek in this book shows with what hope and determination China is fighting for victory and democracy. Harper

*Inside Asia*

John Gunther

Mr. Gunther traveled for more than two years in Asia collecting stories and interviewing leaders to give Americans a readable account of life inside Asia. Harper

*The Soong Sisters*

Emily Hahn

Three famous sisters, educated in America, marry three even more famous men. All of them are working for victory and for the right of their country to work out its own problems as a young republic. One of the sisters—Madame Chang Kai-shek—recently visited our country and won our hearts with her charm and gallantry.

Doubleday, Doran

*I've Come a Long Way*

Helena Kuo

An intimate and exciting picture of the problems facing the youth of China. Miss Kuo is fighting the good fight for China and for all of us.

Appleton-Century

*The House of Exile*

Nora Waln

A young American girl is adopted by the famous Lin family of Nanking, China. Here we have the true story, from the inside, of life in a Chinese homestead. We become acquainted with the oldest of surviving civilizations and the mighty upheaval that attended China's recent awakening.

Pocket Books

*Destination Chungking*

Han Suyin

As a child in lovely Peking, Suyin played with a little boy named Pao. Now Pao is her husband and an aide to Generalissimo Chiang Kai-shek, and Suyin fights at his side in the heart of Free China. This true story of a young Chinese girl—she's still in her twenties—will convince you that China can never die.

Little, Brown

*My Country and My People (M)*

Lin Yutang

Yin Yutang loves China. The story of his country and his people is truthful and kindly. There are no dull facts here. He lays bare China's troubles.

John Day

## GREAT BRITAIN

*London Pride*

Phyllis Bottome

Ben and Emily lived in the dockyard tenements of London. They weren't quite sure why Hitler sent their bombs shrieking over their street every evening. But at the wail of the siren they, too, ran to the shelter, their chins up and their tongues stuck out towards the sky in a gesture of defiance. They could take it.

Little, Brown

*Journey for Margaret*

W. L. White

Remember the moving picture? Margaret is a three-and-one-half year old war orphan who was rescued in the London blitz. W. L. (*They Were Expendable*) White, on a trip to London, grew to know and love her so much that he adopted her and brought her back to America. In telling his story, Mr. White has much to say, too, of the courageous R.A.F. fliers with whom he became acquainted.

Harcourt, Brace

*The Unrelenting Struggle (M)*

Winston Churchill

No better story of the progress of the war has been told than the one Churchill traces in his speeches. This book takes you from the time when he could promise nothing but "blood, sweat, and tears" to his positive prediction of the triumph of a free world.

Little, Brown

*Combined Operations*

Hilary St. George Saunders

Here is the official story of the Commandos in their assaults on Norway, Italy, Rommel's headquarters in Libya, Madagascar, and North Africa. Read the book to foresee the method of the coming invasion of Europe. The adventures you saw in the film, "The Commandos Strike at Dawn," are here multiplied many times over.

Macmillan

*White Ensigns*

"Taffrail" (Capt. Taprell Dorling, D.S.O., R.N.)

The situation you met in Noel Coward's film, "In Which We Serve," is found in more exciting detail in this book. You follow the adventures of the captain of an armed merchant vessel and of his son in a destroyer. Here are intimate pictures of life aboard convoy ships in thrilling encounters with enemy planes, U-boats, and surface raiders.

Putnam

*Letters from England*

Margaret Culkin Banning

Have you ever wished that you might fly to England and see the war at closer range? An American woman did just that and recorded her impressions in a series of letters to her daughter at home. Read the book to get an intimate picture of life in England with especial emphasis on the work of women in the armed services, in industry, and in civil defense.

Harper

*Blackout in Gretley*

J. B. Priestley

German spies, Nazi sympathizers, counter-espionage agents, and loyal Britishers are all mixed together in the murk of a total black-out. An engineer employed by the English counterpart of the F.B.I. is sent to stop the leak of valuable information to the enemy. All the excitement and suspense of a suspense thriller! Harper

*Southwest Passage*

John Lardner

Ride with American soldiers to an unknown destination—and find Australia. Learn “Digger” slang, and have Australian character clarified. You will read a tense story, but you will laugh on every page, for both American and Australian humor are here. Lippincott

## RUSSIA

*We're in This with Russia* (M)

Wallace Carroll

This unemotional but impressive picture of what goes on in Russia today by a man who has lived there and been to the Russian front answers the important question, “Can America do business with Stalin?” Fine organization and clear analysis make this one of the best books on Russia. Houghton, Mifflin

*Mission to Moscow* (M)

Joseph E. Davies

This authoritative book by the former U. S. Ambassador to Russia will help you understand the amazing resistance and spirit of the Red Army. It will give you a new angle on many things about our ally—the treason trials, the pacts, the industrial development, the people themselves. Pocket Books

*Struggle Is Our Brother*

G. Felsen

This is a good book for younger students. It is a thrilling authentic story, fictionalized, about guerilla fighters among Russian girls and boys. The high point is the destruction of a great dam coveted by the advancing Germany army. A young boy is the hero of this event. Dutton

*Mother Russia*

Maurice Hindus

How do the Russian people feel about the war, about their own country, about America, about the Germans? What has been done by high school children such as Shura, Liya and Zoya that they have come to be regarded as war heroes by their country? Doubleday Doran

*Moscow Dateline*

Henry C. Cassidy

The man to whom Joseph Stalin wrote his views on the second front gives a critical account of Russia from the spring of 1941. He covers Churchill's visit, the attack on Moscow, Willkie's trip, the battle of Stalingrad. For a peaceful post-war world, Cassidy stresses the need for American-Soviet understanding and friendship.

Houghton, Mifflin

*Round Trip to Russia*

Walter Graebner

You are present at Willkie's interview with Stalin. You are behind the lines with Russian guerillas. You watch the photographers who filmed "One Day at War." You understand the desperate defense of "Stalingrad, Our Mother."

Lippincott

## THE UNITED STATES

*There Go the Ships*

Robert Carse

Able Seaman Robert Carse tells how the men of the Merchant Marine fought through the death trap of the Murmansk supply route with a cargo of tanks, planes, ammunition and 407 tons of TNT.

Morrow

*They Were Expendable*

W. L. White

The story told by the crew members of Motor Torpedo Boat Squadron Three presents a brave and grim picture of those who fought against hopeless odds at Bataan and Corregidor. A "must" book.

Harcourt, Brace

*Queens Die Proudly*

W. L. White

W. L. White does it again! This time the crew of a Flying Fortress tell him their story from the first day of the war when the Japs destroyed our planes before they had a chance to get into the air, to the heroic stand off Australia.

Harcourt, Brace

*War Discovers Alaska*

Joseph Driscoll

If you were offered a job in Alaska, would you know whether to refuse or accept? This book, a rather complete account of Alaska, will help you answer. You will meet natives of the Aleutians, generals and privates of the American army, the "Tammany" of the north, and you will be told that every girl can have eight dates a week.

Lippincott

*Into the Valley*

John Hersey

According to the Office of War Information, this is a "must" for every American. It's a short book, but it shows vividly the horrible conditions under which our Marines are fighting. It shows their courage, too, and their love of what they are fighting for, even though they can only sum this up by saying, "Gee! What I'd give for a piece of huckleberry pie!"

Pocket Books

*Dynamite Cargo—Convoy to Russia*

F. Herman

This book is about the heroes of our merchant ships. A young American seaman tells his exciting adventures on one of the ships of the convoy that finally went down. Not all, but an important part of the convoy got through. A very exciting and well-told story.

Vanguard

*Beneath Another Sun*

Ernst Lothar

The entire population of a Tyrolean village is shipped off to Czechoslovakia to manufacture the weapons of war. This tragic story of the migration of one of the town's families is highlighted by the plight of an American family forced to share their fate.

Doubleday, Doran

*The Unconquered*

Robert Carse

Throughout all of the conquered lands of Europe, men, women and even children are fighting the Hitler machine. How do they evade arrest, or, when arrested, escape from their captors? How do they communicate with one another? How do they organize their resistance? Here are vivid short stories, based on facts, that make real the relentless fight for liberty.

McBride

*The Silent War*

Jansen and Heyl

Are all Germans Nazis? This book presents those Germans who sacrifice everything in order to fight the Nazi machine. The exact methods used by the Underground are mentioned. There are grim and exciting accounts of individual adventures.

Lippincott

*Assignment in Brittany*

Helen MacInnes

An officer of the British Intelligence Service parachutes down to a little French town in Brittany. He seeks information concerning the German preparations of this coast. But even his remarkable likeness to a wounded French soldier does not make for safety. He finds himself in nerve-wracking situations that will make your hair stand on end.

Pocket Books

*Underground Europe*

Curt Riess

Have the Nazis really conquered the countries they have overrun? How are the people of Europe reacting under the heel of Nazi dictatorship? Curt Riess tells of the unceasing underground battle that the conquered peoples are waging. The will to liberty has not died in Europe. The people fight, and here is their unforgettable story.

Dial Press

*The Moon Is Down*

John Steinbeck

In this short and electrifying tale, Steinbeck once again comes to grips with the problems and fears through which you are living. The people of this unnamed, occupied town—you'll guess where it is—look to Mayor Arden for life and liberty. He doesn't let them down; he knows that free men cannot be conquered.

Viking

*No Surrender*

Martha Albrand

When the Nazis conquer the Netherlands, a Dutchman in high office works for them in the daytime. At night he works for the Underground, and murders a Nazi official. Then he helps the Nazis track the murderer. The Underground solves the problem with a trick.

Little, Brown

*Nor Any Victory*

Ray Brock

An eye-witness account of the heroic Serbians' resistance to Nazi control in southern Europe. A highly-exciting, highly-personal account.  
Reynal and Hitchcock

*From the Land of the Silent People*

Robert St. John

Have you ever wondered why it was so easy for the Nazis to conquer so many of the countries of Europe? This is the story of the conquest of the Balkans and Greece, and in it you'll see the thorough, careful planning of the Nazis, the pathetic attempts of the natives to repel them—and the alertness and courage of an American correspondent.  
Scribner

*Miracle in Hellas*

Betty Wason

What goes on in Nazi-occupied Greece? Betty Wason, young Columbia Broadcasting correspondent, lived with the Greeks before, during, and after the Nazi conquest, and she *knows*. Her exciting tales of individual resistance, of guerilla warfare, and of Greek faith in allied victory show that the human spirit can be a force just as powerful as mechanized might.  
Macmillan

## LATIN AMERICA

*A Latin American Speaks* (M)

Luis Quintilla

This is one of the best books on vital Pan-Americanism. The author tells us very frankly what it will take, on our part, as well as on South America's, to make the Good Neighbor Policy click.

Macmillan

*Good Neighbors* (M)

Hubert Herring

This is the standard book on Latin America—a critical, objective, scholarly study.  
Yale University

*Meet the South Americans*

Carl Crow

Carl Crow, famous for his amusing and informative books on China, recently took a trip through South America without losing his sense of humor. He kept his eyes open, and what he saw is set down in a most readable form.  
Harper

*America Faces South*

T. R. Ybarra

South America is vital to our winning the war, says Mr. Ybarra. And he proceeds to show how we can improve our relations with our good neighbors to help us in this struggle. The author knows South America intimately.

Dodd, Mead

## THE FIGHTING FRENCH

*Charles De Gaulle*

Philippe Barres

Why in 1955 did the author hear Hitler and von Ribbentrop praise the military theories of Charles de Gaulle? What qualities, besides expertness in modern warfare, does this de Gaulle have that make free Frenchmen turn to him as their leader? Barres presents such a vivid biography that you'll want to read every word, even the fine print.

Doubleday, Doran

*The Fighting French*

Raoul Aglion

Who are the Fighting French? What have they done? How does the underground movement in France operate? These questions are excitingly answered by this determined follower of General de Gaulle. Here you will see how a people determined to be free have used the weapons of sabotage, secret radio, and newspapers to the utter despair of the enemy.

Holt

*Men Without Country*

Nordhoff and Hall

Five tough prisoners escape from French Guiana, are picked up by a freighter, and return to Europe to strike a blow for Free France. The authors of "Mutiny on the Bounty" make this tale of patriotic men a stirring one.

Little, Brown

## OUR HEROES

*Men on Bataan*

John Hersey

This is the tense, moving story of the defense of Bataan. The reader is also given a vivid account of General MacArthur's life and of the daring heroism of the men on Bataan. An exciting story that young Americans will enjoy.

Knopf

*General Douglas MacArthur, Fighter for Freedom*

Miller

Did the fight for Corregidor thrill you? Did the heroism of our boys and the Filipino allies on Bataan move your heart? Here is the book that tells what all want to know about the daring American general who led our troops. Helen Nicolay has also written a book called *MacArthur*, which is absorbing and inspiring reading. Winston

*Mitchell, Pioneer of Air Power*

Isaac Don Levine

This book follows three lines: the biography of Mitchell, the struggle for air-power, and the development of aviation in World War I. Most exciting are his crusade for air power in the United States and the events leading to his court-martial which stirred the nation.

Duell, Sloane and Pierce

*None More Courageous*

Stewart W. Holbrook

Do you feel thrilled when you read about present day American heroes? This book presents exciting incidents in which Colin Kelly, Arthur Wermuth, James A. Doolittle, and many others prove by their actions that there are none more courageous than our American boys and girls.

Macmillan

*The Raft*

Robert Trumbull

We were all thrilled by the newspaper account of three navy fliers who drifted for thirty-four days in a rubber raft without food or equipment, and yet survived to land on a strange shore. "The Raft" tells the epic struggle of these three Americans who would not say "die."

Holt

*Queen of the Flat Tops*

Edward Johnson

This is the story of the carrier, *Lexington*, its glorious feats, and its final death. The facts about the Coral Sea Victory are given with the American boys emerging as heroic fighters.

Dutton

*Seven Came Through*

Captain Edward V. Rickenbacker

This tells the story of seven men who survived the ordeal of twenty-one days adrift on a raft in the Pacific.

Doubleday, Doran

*We Thought We Heard the Angels Sing*

Whitaker

Probably we all would believe in miracles if we had been rescued after being stranded for twenty-one days on a raft in the Pacific. The author gives a day-by-day account of the suffering and courage of the men, and the growth of his newly-born faith. A book to inspire one with the limitless endurance of men.

Dutton

*Torpedo Eight*

Ira Wolfert

Torpedo Squadron 8 had been wiped out in the Battle of Midway. Eight days later, those who came out alive adopted as the slogan of the unit, "Attack—and Vengeance." In this book Mr. Wolfert tells the heartening tale of their revenge. They fought with their planes, and while they waited for more planes, they fought with tommy-guns against Jap snipers. Those forty-two who died at Midway were indeed avenged.

Houghton, Mifflin

*Short Cut to Tokyo*

Corey Ford

If you think Pearl Harbor the only example of Jap treachery in our time, read this book and see how far in advance of the war the Japs laid their plans to use the Aleutians as a base for conquest and invasion. Read it, too, to see how well they met their match in our American fighters who here tell their own story. The book is short but exciting.

Scribner

**KEEP 'EM FLYING***Victory Through Air Power*

Major Alexander P. de Seversky

This is a challenging book. Major de Seversky's review of the part air power has already played in the war and his predictions about its present and future possibilities, must be welcome reading to those who would go all out on aviation. Read his enthusiastic suggestions, but bear in mind the fact that he represents only one side of the question.

Simon and Schuster

*Bombs Away*

John Steinbeck

Brief biographies of a typical crew of a bomber. This tells what each member of the crew had to do in order to achieve his position. It is a human rather than a statistical account.

Viking

*Thirty Seconds Over Tokyo*

Captain Ted W. Lawson  
 Edited by Robert Considine

Everyone wants to know about the famous Doolittle raid. Young Ted Lawson, one of those who took part, tells you the details of the secret preparation, the bombings, and the escape of the injured aviators through China. His story will be a movie soon. Random House

*Wings Over America*

Harry Bruno

Here is the whole thrilling story of American aviation. Reading of these remarkable achievements, you'll agree with Mr. Bruno that nothing can stop America from attaining world air supremacy.

McBride

*Arise to Conquer*

Wing-Commander Jan Gleed

Wing-Commander Gleed was one of the tiny band of R.A.F. fliers who saved England by smashing the Nazi air fleets in 1940 and 1941. This is a thrilling tale of sky-fighting men, who they were, what they did, and how they lived and died at the moment of personal, national, and world crisis.

Random House

*Flight to Arras*

Antoine de St. Exupery

The author flew a rickety plane over the German lines in those last desperate days when France was overrun by the Nazi mechanized divisions. This is a stirring tale of one heroic aviator's part in the last battle for a Free France.

Reynal and Hitchcock

*How to Be an Aviator*

Dick Merrill and George Davis

You won't be able to take off in a plane just because you've read this book, but at least you'll know what a beginner should know if he's considering flight training.

McBride

*Tally Ho! Yankee in a Spitfire*

Arthur G. Donahue

Are you curious about what it must be like to be flying a plane in foreign lands? You'll enjoy this account of a Minnesota farm boy, a natural-born flier who joined the RAF. You'll like the full page pictures, too.

Macmillan

*Signed with Their Honour* (M)

James Aldridge

What does it feel like to take your plane, day after day, into the sky aware that the odds are fifty to one against you? Now, that was exactly what John Quale, British pilot, did in his desperate struggle to help hold Greece against the Axis. This is a stirring story of flights and fights, of love and daring, and of the death of young men who die so that others may live free.

Little, Brown

*Flying Tigers*

Russell Whelan

A story of General Chennault and his men and the machines that guarded the Burma Road from the fall of 1941 until they were absorbed by the U. S. Army.

Viking

*When We Climb*

Lloyd Child

Lloyd Child until recently held the world's record for a recorded power dive. He is now testing planes for the army and navy. Thrills are all part of his day's work. Once he "passed out" for lack of oxygen; once he helped the F.B.I.—but read the book for yourself.

Scribner

**LET'S WIN THE PEACE, TOO!**

"This is in very truth, a people's war. It is a war which cannot be regarded as won until the fundamental rights of the peoples of the earth are secured. In no other manner can a true peace be achieved."

Sumner Welles

*Pocket Book of America*

P. V. D. Stern, Editor

"I spent a quarter for a book yesterday, but in that book I found what we are fighting for—and I found America between its covers. I found in my little two-bit book, stories and drama, songs and poetry, great words and stirring documents for this nation. I found a new faith in America."

That's what the commentator on Station WNOX (Knoxville, Tenn.) said about this book.

*Thus Be It Ever*

Molendyk and Edwards

America is between these covers too. Here are fine short stories, radio plays, poems, letters, and speeches—all developing the theme of a democratic America carrying on.

Harper

*What America Means To Me* (M)

Pearl S. Buck

This book is the warm and eloquent voice of Pearl Buck speaking out for human equality and freedom for all. To the author, these ideals are America. With deep conviction, she pleads for their realization not only at home but abroad, too.

John Day

*George Washington Carver*

Rackham Holt

Although born a slave, Carver came to be recognized, both here and abroad, as a great American, one who made a positive contribution to science and to the economic life of the South. Doubleday, Doran

*Brothers Under the Skin* (M)

Carey McWilliams

This is a careful, well-documented study of our discrimination against the Negro, Indian, Mexican, Japanese, Hawaiian, Puerto Rican, and Filipino. It relates this situation to the war effort and to the peace-time world. The author is a recognized authority in the field.

Little, Brown

*Election on Academy Hill*

Dorothy Canfield Fisher

It does not take a war to make real Americans aware of the dangers that threaten our democracy. This story (from "Seasoned Timber") shows the determination of a group of New Englanders to make democracy mean what it is supposed to mean: tolerance, equality, and justice for all.

Harcourt, Brace

*Happy Land*

MacKinlay Kantor

Americans can take it! This story tells simply and poignantly the suffering caused by the war in a typical small town American family. However, the story ends on the note that Americans are willing to make sacrifices for the preservation of freedom. Coward McCann

*The Human Comedy*

William Saroyan

A delightful book—full of humor and originality. Fourteen year old Homer Macauley, a messenger boy, is aware of human suffering and is determined to make the world after the war a happier place to live in.

Harcourt, Brace

*Listen, Hans*

Dorothy Thompson

Perhaps you've heard how Miss Thompson's broadcasts to Germany infuriated Herr Goebbels. Now in this book, you may read these talks presumably addressed to a friend Hans in Germany. But they are really appeals to the conscience and common sense of the German people to rally to the banner of revolt and freedom. Reading this book will make you feel that there still is hope for Hans.

Houghton, Mifflin

*It Can't Happen Here (M)*

Sinclair Lewis

Are you one of those who believe that "it" just can't happen here? Then you must read this alarming but all-too-convincing story of how a dictatorship comes to America and of what happens to Doremus Jessup and the other freedom-loving men and women of this quiet Vermont village when Fascism comes. You'll be glad it's just a story.

Harcourt, Brace

*Since You Went Away*

Margaret Buell Wilder

Meet America's Mrs. Miniver. She writes to her soldier husband during his absence of all the little things he'd like to know. She's not too sober; she's not too gay; she's wise and kind and true. You'll see her in the movies soon.

Whittlesey

*Forgotten Village*

John Steinbeck

Mexico is a land where progress and tradition come face to face, where folk lore and superstition struggle for possession of the people's minds. A young boy tries to save his village from misery and disease by bringing to it those who would cure through knowledge. Viking

*One World (M)*

Wendell Willkie

Around the world in forty-nine days, Wendell Willkie shows how much the globe has shrunk. He describes conversations with General Montgomery, Chiang Kai-Shek, Joseph Stalin, and Charles de Gaulle. The book is an honest appeal for world understanding and friendship, with a candid approach to the problems of imperialism.

Simon and Schuster

*Journey Among Warriors* (M)

Eve Curie

Her mother's magic name opened all doors to Eve Curie. The training her mother had given her made her interested in what other correspondents overlooked. The result is a fascinating account of experiences and sights in Russia, China, and India—and one of the best books to come out of this war. Doubleday, Doran

*The Century of the Common Man* (M)

Henry A. Wallace

Wallace's famous speech restates his manifesto of the four freedoms and his vision of the future. Of special interest is the last chapter, *George*, in which his views on education are voiced. Reynal and Hitchcock

*This Time for Keeps* (M)

John MacCormac

Why must we fight now? What are we fighting against? What is the "democratic way of life" which must survive? These are a few of the questions which are answered in this timely book. Viking

We have omitted such fine books as *Hostages* (Czechoslovakia), *Citizen Tom Paine*, *The Three Bamboos* (Japan), *The Ship, Dragon Seed*, *To Sing With the Angels* (Czechoslovakia), *This Above All*, *Last Days of Sevastopol*, *Only The Stars Are Neutral*, *Between The Thunder and The Sun*, because we question their suitability for high school students. However, we recommend them for the reading lists of teachers who are interested.

## Sources of Additional Material

The following sources of material are taken from a *High Points* column entitled *Materials and Suggestions for Wartime Teaching*.

### Pamphlets

*Peace and War; United States Foreign Policy*

An introduction to a collection of documents concerning the foreign relations of the United States, especially its policies and acts in promoting peace and world order and in meeting the world-wide dangers from Japanese, German, and Italian aggression.

U. S. Government Printing Office

*After the War—Toward Security; Freedom from Want*

Reproduces the following from the larger report *Security, Work, and Relief Policies*: The introduction, recommendations on general policy, chapter XIX which summarizes specific proposals, and the complete table of contents.

U. S. Government Printing Office

*The Japanese Are Tough*

Hon. Joseph C. Grew

A radio address delivered August 30, 1942 by our former ambassador to Japan.

U. S. Government Printing Office

*Negroes and the War*

Chandler Owen

Tells by word and picture what Negro Americans are doing in agriculture, industry, and the armed forces; what they have to lose if the Axis wins; and what they have to gain by an American victory.

Office of War Information

*Handbook of War Savings School Assembly Programs*

Includes ideas and plans for programs which will make the audience "ready to redouble their contribution to the Nation's victory program."

Treasury Department

*The Americas Cooperate for Victory*

Shows that the love of liberty, which is the strongest bond between the Americas, has led the twenty nations south of the United States to contribute to the war effort of the Americas as an inseparable part of that of the whole free world.

U. S. Office of Education

### *A War Policy for American Schools*

The schools must give immediate priority in time, attention, personnel, and funds to appropriate war duties. Points out that this war situation may be used as a stepping stone to further progress. Emphasizes the importance of adult education in the crisis.

Educational Policies Commission

### *Out of the Many—One*

A plan for intercultural education to achieve the aims of democracy.

Bureau for Intercultural Education, N.Y.C.

### *America and the War: The World Tomorrow*

Fern Long

American Library Association

### *Education and the War*

A selected and annotated bibliography on *Education and the War* has been issued by the Curriculum Laboratory, Division of Surveys and Field Studies, George Peabody College for Teachers. It is made up largely of pamphlet materials in printed and mimeographed form dealing with the contribution of the school to the Nation's war effort. The publications come from the following principal sources: federal agencies, state department of education, local school systems, civic organizations.

George Peabody College

### *Planning Useful Careers*

A bulletin entitled *Educational Guidance in Wartime* is directed to students, parents, and counselors. It deals with planning basic and specific preparation at Grinnell College for useful careers in wartime. The programs are classified into three large groups:

1. Preparation for service in the armed forces
2. Preparation for necessary civilian professions and auxiliary war services
3. Special opportunities for women. Various services and their requirements are briefly described.

Grinnell College

### *Books as Tools in War and Peace*

Helen Scheu-Riesz

A set of suggestions for the consideration of all persons interested in reading as a force for national and international advancement.

Island Workshop Press, N.Y.C.

*School Libraries in Wartime*

Edward T. Schofield

Newark School Librarians' Association

*America in a World at War*

A series of pamphlets on world affairs.

The following are recent titles:

*The Enigma of the British*

Harold Callender

*Women in War Production*

Thelma McKelvy

*Australia and the Australians*

Leon Dostert

*Norway, Norwegian Shipping and the War*

Olvind Lorentzen

*Radio in Wartime*

Charles Siepmann

*An Atlas of the U.S.S.R.*

Jasper H. Stembridge

Oxford University Press

*Peace and the Post-War World:**The Struggle for World Order*

V. M. Dean

*Bricks without Mortar*

V. Fry

The story of international cooperation.

*Plans for a Post-War World*

J. E. Johnson and H. W. Wilson

*Uniting Today for Tomorrow*

G. Kirk and W. Sharp

U. S. Foreign Policy Association

*Education for Victory*

The new format of the U. S. Office of Education's *School Life*. It has been streamlined for the duration. Contains news of national war programs, executive orders, pronouncements, war policies, new publications, films, posters, and other material useful to schools and libraries. This periodical explains what schools, colleges, and libraries everywhere are doing to win the war.

U. S. Government Printing Office

*Postwar Planning*

The fifth in a series; others are:

*After Defense—What?**After the War—Full Employment**Better Cities**The Role of the House Building Industry*

U. S. Government Printing Office

## Books

### *Building Morale*

Jay B. Nash

In a democracy, morale, as the author defines it, is "a religious zeal for the right of people to establish 'self-approved laws' and for the obligation and discipline that gives obedience to these laws." The book states that morale must be rebuilt each generation and suggests how schools may make their contribution.

A. S. Barnes

### *Of the People*

Harry Warfel and Elizabeth W. Manwaring

A book of readings for use primarily in freshman English classes but useful for other students. The selections are compiled under the following headings: *The Voice of the People*—Various interpretations of the meaning of democracy; *From Unchallengeable Eminence*—The beliefs and personalities of Washington, Adams, Jefferson, Lincoln, and Wilson; *That All Men Are Created Free and Equal*—Various interpretations of the meaning of freedom; *Democracy in Action*—Instances of good citizenship; *Education for Freedom*—Principles and examples of American education; *The Pursuit of Happiness*—Studies of the arts in modern times; *Times That Try Men's Souls*—The individual's relation to the problems of the world today.

Oxford University Press

### *Education for Democratic Survival* Walter E. Myer and Clay Coss

Advocates an emergency educational program for the schools.

Civic Education Service, Washington, D. C.

### *Let's Try Thinking: A Handbook of Democratic Action*

Ivan Deering

The president of the Adult Education Council of Metropolitan Cincinnati has written a book interpreting the techniques of democratic thinking and acting. It contains three main sections. Part One discusses the nature of democratic leadership and group thinking. Part Two applies the previous findings in detail to many types of organized activity—national conferences, forums, and the like. It discusses the special approaches to democracy of labor, youth, the farmer, and parents. Part Three contains a classified list of suggested discussion topics and a bibliography. The Antioch Press, Yellow Springs, Ohio

*The American Citizen's Handbook*

For every citizen!

A morale-building collection of America's public documents, songs, poems, and traditions.

National Education Association, Washington, D. C.

**Posters**

American! Share the Meat, A Message to Our Tenants, Avenge December 7th, The Enemy Is Listening, Free Labor Will Win, Give 'Em the Stuff to Fight With, Give It Your Best (Flag), Remember December 7th, Somebody Blabbed (Sailor), Somebody Blabbed (Soldier), Someone Talked, United Nations Fight for Freedom, United We Stand (Streamer), United We Win, We French Workers Warn You.

*Let's Give 'Em Enough and on Time*

Realistic picture of machine gunner designed to stimulate the growth of morale.

*Strong in the Strength of the Lord*

A dramatic presentation indicating our sense of unity and strength deriving from the righteousness of our cause.

*Plant a Victory Garden*

Stresses the importance of more food production as an aid to our war effort. Especially useful to vocational agriculture teachers and school garden committees.

*Do with Less*

Explains the importance of rationing and how sacrifice helps the armed forces.

*The Five Sullivan Brothers**I'll Carry Mine Too!*

Shows a woman shopper carrying parcels against a background of marching troops with full packs. Designed to help relieve transportation and delivery problems. Office of War Information

*Private Joe Louis Says We're Going to Do Our Part**Good News From Home*

An American soldier runs off on his finger tips the items that constitute good news: Tanks, planes, guns, and ships.

*He's Watching You*

Warns of the danger of Axis spies, saboteurs, and fifth columnists.

*Idle Hands Work for Hitler*

An American aviator marks up another notch for a defeated enemy in an appeal for increased production.

*Keep the Home Fires Burning*

Production for civilian morale is the theme.

*Workers' Health*

Series of nine posters dealing with the various hygienic measures workers can take to keep on the job. The drawings are humorous, and each shows a worker doing one of the important things necessary to keep him on the job.

U. S. Government Printing Office

*Make Your Rubber Last*

A series produced by the Bureau of Home Economics.

Shows various ways of keeping the life in rubber, such as taking proper care of overshoes, raincoats, infants' equipment, and washing machine rollers. Especially useful to home economics department.

U. S. Department of Agriculture

*Food for Freedom*

Morale building series of posters intended to show the importance of farm production to the war effort.

*This World Cannot Exist Half Slave, Half Free*

*Give 'Em the Stuff to Fight With*

*This Man Is Your Friend*

*Our Freedoms and Rights* (Additions to the Bill of Rights)

Office of Facts and Figures

### Songs

*The New American Song Book* Oberdorfer and Anderson

A century of progress in American song. Contains representative songs of all the Americas with a chapter on *The Music of Our South American Neighbors*. Hall and McCreary, Chicago

*Anthems of the United Nations*

An album of the inspiring national songs our Allies are singing on the battlefields and at home.

*Win the War Ballads*

Twelve timely songs.

*Sing for Victory*

Includes United Nation songs, songs of freedom, songs of unity, popular songs of victory and songs for children.

*Ballad of Valley Forge*

*Sing, America, Sing*

An album of seventeen patriotic songs.

### Films

*Catalog of War Films*

Schools interested in films immediately related to the war effort may obtain an annotated catalog containing sixty-four films which may be secured on a free-loan basis.

Office of Government Reports,  
Office of the Coordinator of Films, Washington, D. C.

*The World We Live In*

Ten-minute sound film.

Conference of Christians and Jews, N.Y.C.



UNIVERSITY OF FLORIDA



3 1262 04996 8653

175578  
EDITION

LIBRARY  
8761

