

Jac. W58d

Children bear the promise  
of a better world . . . . .

REDP  
STORE  
23661  
no. 7

Their education

is democracy's strength

MACGILL LIBRARY

Je 15 1042

PERIODICALS



There is no more far-reaching investment for a nation than to put milk, food, and education into young children.

—*Winston Churchill.*

WE must help young people to catch the vision of a democratic society in which the contribution of each of its members in service and sacrifice is needed in helping to build for that fairer tomorrow in which the ideals of the fathers and the faith of multitudes of toiling, freedom-loving men and women will be vindicated and fulfilled.

—*John W. Studebaker.*



A PRIMARY RESPONSIBILITY of our democracy is to establish and maintain a fair educational opportunity to which every American child is entitled. This should be a Nation-wide goal, sought through all the thousand varieties of local conditions and traditions. In this there is a value beyond direct educational benefits. Every American child should be able to feel pride and patriotism because his country assures educational opportunity for him and for every other child.

—*White House Conference  
on Children in a Democracy:  
General Report.*



# *"We are going to*

"The supreme value of the human personality is at all times the foundation of education in a democracy. Educational agencies must strive in particular to develop the loyalties, the knowledge, and the discipline appropriate for a free people."

These words are from the report of the committee on education and training made to the Eighth National Conference on Labor Legislation in November 1941. They set a goal for the schools in the wartime period. Educational authorities and laymen are agreed that it is the function of the schools to promote a better understanding of democracy.

"Broadly speaking," says this same report, "the people seek through education to secure the best possible development of each individual person. In order that the individual may thus mature, our educational system seeks to equip him with the skills of speech, reading writing, numbers, and the arts; to develop his ability to think clearly and independently; to cultivate the desire for further learning throughout life; to encourage healthful living; to lay the basis for a useful and happy leisure; to prepare the individual to earn a living through useful work; to cultivate the ability to cooperate effectively with his fellows; and in other ways to prepare him for successful membership in the family, the neighborhood, and in the larger societies of the State, the Nation, and the world.

"In the present crisis, in which our democratic form of government is seriously threatened, there is a growing conviction that a truly broad general education is vitally necessary if democracy is to be safeguarded and strengthened. . . . Merely adding additional courses on democracy is not enough. The students must be informed, able to make independent, sound judgments, emotionally well adjusted, and able to work cooperatively with other people if they are to resist totalitarianism successfully. The entire school program, correlated with out-of-school programs, must contribute to this end."

---



# win the war—

The Office of Education of the Federal Security Agency, in discussing national defense in its bulletin "What the Schools Can Do," says: "It is significant that the purposes of public education in the United States have at the core remained essentially the same since its beginning. Conceived as democratic purposes, they have been designed to promote *democratic ways of living*. Now we are called upon to *defend* those ways of living. . . . It is a long-time program that is before us. Men and women of maturity, college students, adolescents, and little children will all have a part in defending democracy—now or 20 years from now. Let the schools do their part in continuing to build steadily for the *moral* and *spiritual* defense of the Nation, and they will be contributing vitally to its *material* defense."

The Educational Policies Commission in its bulletin "Education and the Defense of American Democracy," expresses a similar view: "Education can help to clarify the nature and goals of democracy. It can portray the American dream of a nation with liberty, justice, and opportunity for all in the broad sweep of history from the time of the Nation's founders. It can promote understanding of the civil liberties and the political institutions through which the democratic ideal finds expression. It can focus the searchlight of free and constructive inquiry on those economic and social problems which, if allowed to remain unsolved, threaten to disintegrate democracy from within. It can confirm that faith in the worth and improvability of each individual which is the basic tenet of democracy. It can provide opportunities to *live* democracy, in the school and the home, in the workshop and the market place."

In these expressions from widely different sources, there is unanimity in declaring that the greatest contribution the schools can make to the war effort and to the peace that follows is to fulfill the function of implanting democracy in the hearts of children and youths now growing up, by helping them to understand what democracy is, to love it and to *live* it, in the schoolroom and beyond.

# And win the peace!"

—Franklin D. Roosevelt



# Education for every child is essential to Democracy

This requires—

- 1.** Physical, mental, and emotional fitness for school experiences—the task of the home assisted by community services.
- 2.** Full-time school attendance until at least the age of 16 years, safeguarded by school-attendance and child-labor laws, well administered.
- 3.** Free educational opportunity beyond 16 years, with financial aid when necessary to enable the young person to attend school.
- 4.** Good schools staffed by competent teachers, within reach of every child.

*These efforts must not be relaxed in wartime*

- 1.** Preparation of children for citizenship is needed.
- 2.** Pursuance of regular school programs is the best way to



ild

# Democracy's defense

The schools must be strengthened to meet new needs:

- 1.** New schools must be established for children in defense or boomtowns—Federal funds to help in this task are available under the Community Facilities Act.
- 2.** Nursery schools and after-school activities are necessary in many communities to care for children whose mothers are employed in essential industries.
- 3.** School meals and school gardens are needed to improve the nutrition of our people.
- 4.** The health of school children should be especially safeguarded.
- 5.** Special defense training programs can prepare older students for war industries—Federal funds are available for this purpose.

me *because*—

needed in wartime as well as in peacetime.

the best way of safeguarding the morale of children.



## Did you know that—

Thirty million children attend elementary and secondary schools each year?

Elementary education now reaches well over 90 percent of all children of appropriate ages? It should reach them all.

Enrollment in secondary schools has doubled or nearly doubled in every decade from 1890 to 1930? The resources of many school districts and even of entire States and regions cannot keep pace with the needs of the school population and provide educational opportunities according to suitable standards.

Three-fourths of those of high-school age go to high school; less than one-fifth of those who go to high school go on to college?

Hundreds of thousands of children lose schooltime each year because they are doing farm work?

The average length of time that school children of the United States attend school is about  $7\frac{1}{2}$  months a year? There are over 1,000,000 children enrolled in schools that are in session less than 6 months a year. A school term of at least 9 months is the least a democracy should provide.

Fully one-third of the States have already made a start at changing from small to larger administrative units, and one-room schools are being eliminated at the rate of 2,500 a year?

Forty-five percent of the 5-year-old children in cities were enrolled in kindergartens in 1936, but only 5 percent of those living on farms or in villages?



**As a citizen interested  
in education for all,  
you can—**

**1.** Find out how many children in your community are being deprived of schooling—and why.

- a.* Does your community have enough schools to provide for all its children, and do those schools have adequate facilities?
- b.* How many children in your community are not attending school?
- c.* How many are attending school for less than 9 months of the year, or are attending irregularly because they are employed at agricultural or other labor or for other reasons?

**2.** Work to remedy this condition and to provide adequate schooling for all. This requires—

- a.* Wise laws regarding school attendance properly enforced.
- b.* Increasing the State contribution to local school support, thus recognizing the principle that “the wealth of the State should educate the children of the State.”
- c.* Federal aid to the States, so allotted as to reduce educational inequalities.

**3.** Help to see that the schools in your community provide an education for democracy, by equipping the child to take a useful and satisfying part in home life, in work, and in community enterprises.



*The White House Conference  
on Children in a Democracy  
outlined these needs:*<sup>1</sup>

EVERY CHILD should have learning experiences that are adjusted to his individual needs and that encourage the development of attitudes and skills necessary for democratic living. This requires—

Provision of kindergarten, nursery school, or similar pre-school experience for every child.

Revision of teaching procedures and school organization to make possible richer learning experiences in school and community.

Arrangement of individual programs adjusted to the growth pattern and individual needs of each child, including those who are physically handicapped, mentally retarded, or socially maladjusted.

More effective education and guidance of the child in human relationships, healthful living, use of leisure time, preparation for an occupation, ethical standards, and civic responsibility.

Cooperation of the school with other institutions and agencies, including the home, that serve the child.

Education of parents and prospective parents through the school to make possible the maintenance of more desirable homes and better educational opportunities for the child in the home.

---

<sup>1</sup>White House Conference on Children in a Democracy: Preliminary Statements.



***Our Nation is mobilizing its resources  
for the welfare of children  
as an important part of national defense:***

To coordinate health, welfare, medical, nutrition, recreation, and related services bearing on the defense emergency, the President of the United States has established by executive order the

***Office of Defense Health and Welfare Services,***  
**Paul V. McNutt, Director.**

To assure effective coordination of Federal relations with State and local governments engaged in defense activities, to facilitate constructive civilian participation in the defense program, and for other purposes, the President has established the

***Office of Civilian Defense,***  
**Fiorello H. LaGuardia, Director.**

The *Children's Bureau of the United States Department of Labor* is responsible for promoting the welfare of children at all times through—

Studies and advisory services	Child-labor administration
Cooperation with State agencies	Bulletins, leaflets, and radio talks

The **Chief of the Children's Bureau, Katharine F. Lenroot**, has been designated child-welfare consultant to the Office of Defense Health and Welfare Services, and the Assistant to the Chief, **Charles I. Schottland**, has been made liaison officer with that office. The Associate Chief of the Children's Bureau, **Dr. Martha M. Eliot**, has been designated liaison officer with the Office of Civilian Defense. Other Federal, State, and local agencies are working for the promotion of child welfare, in cooperation with many privately supported organizations.






---

*The Defense of Children Series:*

**“CHILDREN BEAR THE PROMISE OF  
A BETTER WORLD” includes:**

1. What Are We Doing To Defend Them?
  2. Are We Safeguarding Those Whose Mothers Work?
  3. Are They Getting the Right Start in Life?
  4. Have They the Protection of Proper Food?
  5. Are We Defending Their Right to Health?
  6. Their Defense Is the Security They Find at Home.
  7. Their Education Is Democracy's Strength.
  8. Through Play They Learn What Freedom Means.
  9. Our Nation Does Not Need Their Toil.
  10. Are We Helping Those With Special Needs?
  11. Protect Them From Harmful Community Influences.
  12. Is Their Safety in Wartime Assured?
- 

**“CHILDREN IN WARTIME,”** a radio program on defense of children, prepared by the Children's Bureau, is presented every Monday at 11:00 a. m. Eastern War Time over the Blue Network.

---

*Sub.*  
U. S. DEPARTMENT OF LABOR ● CHILDREN'S BUREAU

***Defense of Children Series No. 7***

---

1942 . . . For sale by the Superintendent of Documents, Government Printing Office . . . Price \$3.00 per 100

U. S. GOVERNMENT PRINTING OFFICE 16-27676-1