

towards life, a moral sense towards others, a love of inquiry and a search for truth, so that our young people may be fitted to cope with the oppressive human problems under which our American civilization and the civilization of the whole world now groans.

FRANK PARKER DAY

“LIONS DON'T WRITE STORIES”

A SUGGESTION FOR TEACHERS OF
AMERICAN HISTORY

“**D**AD, why are there so many stories about men killing lions and so few about lions killing men?” a small boy asked his father.

“I suppose, Son, it's because lions don't write stories,” the father replied.

Histories, unfortunately, are much like that. They are written largely from the viewpoint of the nation, the class, or the racial group to which the writer belongs. British histories are pro-British; American histories, pro-American. One needs to read both to get the whole picture.

The place occupied in our own histories by “America's tenth man,” the Negro, is another illustration. As a matter of fact, this element in our population has made really notable contributions to American progress, when one considers its African background, two centuries of slavery, and other heavy handicaps. Yet relatively few people, white or colored, know anything of this story, because our histories, practically without exception, are silent on the subject. They show us the Negro only as a semi-savage slave, raising an occasional insurrection, or as an ignorant, dangerous freedman—always a burden, a liability, and a threat. Of the Negro as a patriot in every American war, as writer, educator, scientist, artisan, inventor, business and professional man, they tell us nothing. Yet this racial group comprises one-tenth of the nation's population, and its story, on the whole, is the most

dramatic and interesting chapter in the American romance.

Believing that much might be gained and nothing lost by balancing the picture—by putting in the lights as well as the shadows—the Commission on Interracial Co-operation has published a sixteen-page booklet entitled “America's Tenth Man,” setting out briefly but comprehensively the Negro's constructive contribution to American life. This story the Commission has made available to public schools and colleges for use as a supplement to American history, and more than 60,000 copies have been used in that way in hundreds of schools in twenty-odd states. In some cases it was used in connection with classes in history, sociology, civics, or English; in others, it was run through the entire school. The results invariably seem to have been good.

A new edition of the “Tenth Man” has just been printed and the Commission, located in the Standard Building, Atlanta, announces that a copy will be sent without charge to any teacher requesting it. As one means of vitalizing the teaching of American history, the writer does not hesitate to recommend it.

R. B. ELEAZER

IF THE SCHOOL facilities are inadequate, if the teachers are too few, there is no reason but community parsimony. It is poor policy. Economy in government is good, but it is false economy that stints the means of public education. If savings are to be made, let the whittling of public expenditure be done elsewhere. All insurance of progress, all hope for the success of democracy, all expectation of the continuance of public welfare and safety depend upon the proper maintenance of public education. The teachers should be given all necessary facilities to enable them to instruct in accordance with the best ideals of their profession.—*Detroit News*.