

DR. RUSSELL WARNS ON U. S. EDUCATION

Teachers College Dean Says in His Annual Report We Must Shun Defense Psychology

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The United States must rouse itself from the spell of defense psychology that sapped France and, like Germany, must inculcate in its citizens a sense of membership in a great historical movement, Dr. William F. Russell, dean of Columbia University's Teachers College, declared in his annual report, made public yesterday.

Americans must be taught, he said, that they march with the civilized men of the world in a great procession of democracy; that, compared with the followers of Adolf Hitler, "we have been longer on the march, in better company, to a nobler end, and the devotion to our cause has been beyond belief and the sacrifice beyond calculation."

The collapse of France, he held, was largely the result of the psychology of defense not only in military strategy but in the general outlook developed by French educators. He said that Frenchmen were taught to love France as a country and to regard it as "a collection of objects to defend" rather than ideas to perpetuate. For the last twenty years, he added, the same psychology has gripped education and popular opinion in the United States.

"Books and articles and speeches have been devoted to the defense of democracy," he continued. "I myself have advocated it repeatedly. It is quite right that our hearts should thrill with rapture at our rocks and rills, our woods and templed hills. We should know about the resources of our nation and the operation of all parts of our government. We should understand our rights and duties, and we should be intelligent about social, economic and political problems in order to vote wisely. We should consider how to conquer poverty, unemployment and disease. But we must not make the mistake of France. Education of this kind is little more than an educational Maginot Line."

Points to German Teachings

Dean Russell warned that education in Germany was on the offensive. Hitler does not care what the mass of German citizens know, he said, or whether they can discuss government or pass examinations. The German dictator, he declared, sounds "the call to the wild to struggle to survive."

"Hitler holds the German youth," he said, "because he convinces them that they belong to a big movement. Behind them lies Germany prostrate; in them Germany is marching; after them Germany will live. They are on the march; and their joy is in that march. It does not matter that they are marching backward, not forward; down the hill, not up; from their place in the sun to the ice-age cave; from the land of poetry and philosophy to the illiterate tents of Attila; from Gemutlichkeit to brutality; from benevolent autocracy to tyranny."

The historical procession in which Americans march, he went on, began as a revolt against tyranny, privilege and poverty and is headed in the opposite direction. Every American, he said, should know in detail the story of the procession from its little beginnings in ancient times.

"In particular," he declared, "the American should recapture the buoyance, the confidence, the youthful enthusiasm of the Fathers of his Country and he should come to share with them their appreciation of the unique role of this young country as the culmination of the movement and as the most promising approximation of the realization of the hopes of mankind."

Moreover, he said, Americans must learn that George Washington spoke without exaggeration when he said that the preservation of liberty and the destiny of this form of government were deeply and perhaps finally staked on the experiment entrusted to the American people.

They must learn also to value ideals above forms, unlike the French, who could not bear to see

Chartres and Bourges destroyed, Dean Russell said.

"The day may come," he added, "when Americans may be forced to choose what they want to keep: Liberty Bell or the independence for which it sounded; Lexington and Concord for the ideals which were defended there; Old North Church or the religious fires that burned so brightly within its walls and inflamed a nation.

"When that time comes, Americans who have received a proper civic education will make the right choice, for they will know that they are the latest members of a procession of good men who believed that respect for the individual is consistent with national strength; that liberty need not be sacrificed for security; and step by step with their Fathers, in order to defend and advance the nation built to realize these ideals, they, too, will pledge their lives, their fortunes and their sacred honor."

The annual financial statement accompanying the dean's report showed that in spite of a deficit of \$95,350 for the academic year 1939-40, the college's accumulated deficit stood at \$301,621, as compared with \$844,221 at the end of 1938-39. During the last year, the college received \$277,860 in gifts; the figure for the previous year was \$195,083.

The college's placement of graduates in full-time jobs produced results substantially the same as the previous year's record. Nine hundred and twenty-nine graduates were placed in a wide variety of educational positions with a total annual salary of \$1,694,985. Four of the jobs were those of college presidents or deans.