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JUNIOR TOWN MEETING LEAGUE

Herbert K. Walther

Principal, Secondary Schools

is a member of the JUNIOR TOWN MEETING LEAGUE,
eligible to participate in all its services



Dyron D. Williams
Secretary

Offices: 400 SOUTH FRONT ST., COLUMBUS 15, OHIO

The JUNIOR TOWN MEETING LEAGUE is a national organization to foster discussion of current affairs. Its members—

- ★ Promote the cause of free discussion
- ★ Encourage others to use town meeting methods
- ★ Develop coöperation with the League by organizations interested in education, democracy, and good citizenship
- ★ Report their discussion activities to the League Secretary
- ★ Take an active part in the affairs of the League

JUNIOR TOWN MEETING LEAGUE

A National Organization To Foster Discussion of Current Affairs

400 SOUTH FRONT STREET



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High School, Springfield, Ohio

ARCH SHAWD
Manager, WTOL
Toledo, Ohio

September 1, 1944

Dear Member:

Enclosed is your membership card in the Junior Town Meeting League. I am sending this at the request of Mr. Allen Y. King, President, after approval of your application by the Membership Committee.

Very soon you will receive the new handbook of the League, and a folder describing the services which the League will render to members and others throughout the next school year.

May I suggest that each member make it a point to direct attention to the League by others who may wish its services. In every case, the prospective member should apply as the representative of some class, group, or school—and not as an individual. This is the only restriction upon membership in the League, except, of course, that the League is not yet a body composed of students. Under its constitution, it consists wholly of professional educators and radio people.

It is the hope of the trustees that the League membership will more than double itself during this next school year. Whatever you can do to help increase the membership will be appreciated. The good which the League can do is multiplied impressively each time a new person seeks to become a member. Will you help?

Sincerely,

Byron B. Williams
Secretary

BBW:M

MR. C. W. PETTENGREW = WILL CONDUCT A DEMONSTRATION
JUNIOR TOWN MEETING

JUNIOR TOWN MEETING LEAGUE

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M. S. Horn

400 SOUTH FRONT STREET



COLUMBUS 15 • OHIO

Dear League Member

A surprise is in store for you when you read the new handbook of the League - MAKE YOUTH DISCUSSION CONSCIOUS! Your copy is enclosed.

Why surprise? After the first annual organization meeting of the League last May, your Board of Trustees undertook the preparation of a handbook on discussion techniques. Immediately the trustees were confronted with an anomaly: the membership appeared interested in a number of differing discussion plans, and the League had had but one to recommend - the Junior Town Meeting.

Accordingly, after much discussion, not only the Junior Town Meeting discussion techniques were included in the handbook, but also others. This is a departure from the original intention, but a change which I believe is all to the good.

The next step, as I see it, is for you to use the League for all it may be worth to you. Starting soon, your weekly editions of the League publication, Civic Training, will come to your desk. Each issue will outline a discussion plan for a League selected "topic of the week." Each edition also will carry news of the League activities.

In making your plans to use the League, whether you teach, manage a radio station, conduct discussions in some nonschool organization, or direct the affairs of a major school system, please note in the handbook the services that are available without cost or obligation to members. You are urged to write the League Secretary at any time to request the service or services you desire most.

It is not too soon to lay plans for attending the League's "National Conference on Discussion Techniques for Youth" to be held as the second annual membership meeting of the League in cooperation with the Institute for Education by Radio early NEXT MAY.

I understand there are still a few dates vacant on the travel schedule for the League's guest moderator, whose services are furnished senior high schools without cost through the support of Our Times. Perhaps your school is not yet listed for an assembly appearance. Why not inquire?

FREE

Please address all correspondence to the League office in Columbus. And don't forget, when writing, to give me your impressions of the new handbook.

Sincerely,

Allen Y. King
Allen Y. King
President

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Manager, WTOL
Toledo, Ohio

Granada Project
Amache, Colorado

In reply, please refer to:
GR:ED:HKW

September 29, 1944

Mr. C. W. Pettegrew
Junior Town Meeting League
400 South Front St.
Columbus 15, Ohio

Dear Sir:

Please add the name of our school to your list of high schools who have requested you to make an appearance at a high school assembly.

We believe that ours is a very interesting and unique school and will sincerely appreciate any consideration you may give us when you plan your itinerary.

Yours very truly,

Herbert K. Walther
Principal
Amache Secondary Schools

HKW:fs

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October 9, 1944

Mr. Herbert K. Walther, Principal
Amache Secondary Schools
Granada Project
Amache, Colorado

Dear Mr. Walther:

There is a possibility that we might be able to schedule a visit to your school. If we could reach your school as part of an itinerary which would touch other secondary schools in that area, I think we could make plans in that direction. Would you be kind enough to give us some information on train connections in or near Amache?

Cordially yours,

C. W. Pettegrew
National Moderator

CWP:DC

Granada Project
Amache, Colorado

In reply, please refer to:
GR:ED:HKW

October 19, 1944

C. W. Pettegrew
National Moderator
Junior Town Meeting League
400 South Front Street
Columbus 15, Ohio

Dear Sir:

We are very interested in the possibility of your making a visit to our school. I am sure that surrounding schools would be glad to have you, and I would be glad to help you make the necessary contacts.

The town of Granada is one mile from our center. The city of Lamar is 17 miles distant. Some trains stop at Granada; others at Lamar. We would be glad to come and get you from either depot. You would also be welcome to stay overnight in the center.

I suggest that you get information on train schedules and connections from your Santa Fe depot agent. Three or four trains from the east pass through here daily.

Yours very truly,

Herbert K. Walther
Principal
Amache Secondary Schools

HKW:fs

Submitted to Off. Sec. 10-23-44

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November 22, 1944

Mr. Herbert K. Walther, Principal
Amache Secondary Schools
Granada Project
Amache, Colorado

Dear Mr. Walther:

Since I've been traveling continuously since the first of October, it has been impossible to work on our future schedule of travel. I plan to be in the West in the course of my second semester itinerary but, as you can guess, it takes lots of time to work out the details of any travel schedule these days. However, my autumn travel will be completed on December 15 and immediately thereafter, I'll get to work on arrangements for the winter and spring.

If you'll be patient with us, you should hear from us no later than the first of January. That should permit plenty of time for organization of a Junior Town Meeting since it appears now that the best time for such assemblies in your area would be the first or second week of March.

You might keep that period in mind and let us know whether it would fit into your schedule. All arrangements, of course, are necessarily tentative until we get to work with timetables and figure everything down to the minute.

Cordially yours

C. W. Pettegrew
National Moderator

CWP:DC

GRANADA PROJECT
Amache, Colorado

In reply, please refer to:
GR:ED:HKW

November 25, 1944

Mr. C. W. Pettegrew
National Moderator
Junior Town Meeting League
400 South Front Street
Columbus 15, Ohio

Dear Mr. Pettegrew:

Thank you for your letter of November 22nd. We believe that you will be very interested in a visit to a relocation center high school, and we shall attempt to be good hosts to you.

Please continue to send us pamphlets and suggestions for our Junior Town Meeting.

We shall expect you during the first or second week in March.

Yours very truly,

Herbert K. Walther
Principal
Amache Secondary Schools

HKW:mmm

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January 15, 1945

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Mr. Herbert K. Walther, Principal
Amache Secondary Schools
War Relocation Authority
Granada Project
Amache, Colorado

Dear Mr. Walther:

Finally, after wrestling with time-tables and other problems, I've arrived at the place where I can suggest a specific date for a Junior Town Meeting at your school. I was not too far off with my original guess, since I am suggesting Friday, March 16, as the date for my visit with you.

In the meantime, I am writing to Denver, Colorado Springs, and Pueblo to see whether Junior Town Meetings could be scheduled in those schools while I am in Colorado.

If March 16 is satisfactory, please let me know by wire collect so that the materials designed to help you in organizing your program may be mailed as soon as possible. Detailed arrangements can be made later, of course.

I look forward to that date with great interest.

Cordially yours

C. W. Pettegrew
National Moderator

CWP:DC

March 16 date satisfactory. Send further details. Thanks. (telegram)

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COLUMBUS 15 • OHIO

January 24, 1945

Mr. Herbert K. Walther
Principal, Amache Secondary Schools
War Relocation Authority
Granada Project
Amache, Colorado

Dear Mr. Walther:

We are glad to know that you will be in charge of a Junior Town Meeting assembly to be held in the Amache High School on March 16.

In accordance with our custom, we are asking the publishers to start sending you weekly hereafter five copies of Our Times in which are the background materials bearing upon the League topics for discussion. Also you will receive each week Civic Training, containing an additional forum service dealing with the weekly League topics. The current editions of these publications are enclosed.

Also enclosed is an outline listing the steps necessary to produce your assembly and a handbook, Make Youth Discussion Conscious! Detailed suggestions are found on pages 9, 12, 14, 16, and 20 of the handbook.

Some additional material consisting of forms useful in developing your meeting and also materials which can be used in publicizing the coming Junior Town Meeting are also being sent. These are an opening announcement, a suggested news release, and five posters.

The first step, of course, is to select a topic and to start three or four students to work developing their speeches for the coming assembly. The topic may be selected from the League topics in Our Times or it may be any other which you may prefer.

Mr. C. W. Pettegrew, National Junior Town Meeting Moderator, will moderate your assembly discussion. You may expect Mr. Pettegrew to arrive at the school about thirty minutes ahead of program time. This will enable him to meet your student speakers and to arrange the elements of your program before he conducts its final presentation before the student body.

I shall be glad to answer any further questions which you may have.

Sincerely

Byron B. Williams

Byron B. Williams
Secretary

BBW:DC

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February 14, 1945

Mr. Herbert K. Walther
Principal, Amache Secondary Schools
War Relocation Authority
Granada Project
Amache, Colorado

Dear Mr. Walther:

I trust that by now you are receiving the materials for your Junior Town Meeting on March 16 and that plans are progressing satisfactorily. If you have any questions, please let me know.

In the meantime, I'd like to take you up on your kind invitation to stay overnight in the center. According to tentative plans, I'll arrive at Granada (on Sante Fe No. 4) at 7:15 a.m. on March 16, leaving on the same train the following morning, March 17.

Please let me know, at your convenience, whether these arrangements are satisfactory to you.

Cordially yours

C. W. Pettegrew
National Moderator

CWP:EH

GRANADA PROJECT
AMACHE, COLORADO

February 22, 1945

Dr. C. W. Pettegrew
National Moderator
Junior Town Meeting League
400 South Front Street
Columbus 15, Ohio

Dear Dr. Pettegrew:

We have been receiving the materials for which you kindly arranged and our plans for the Junior Town Meeting are progressing satisfactorily.

The topic which has been chosen is "Should Congress pass at this time a bill which provides for universal compulsory military training for all eighteen year old boys during peace time?"

We shall meet you at the Granada depot at 7:15 a.m. on March 16, and shall take you to the same depot on the following morning.

Enclosed you will find a copy of the invitation we have sent to thirty-five Kansas and Colorado High Schools.

Our school community is quite excited and enthusiastic about your coming and about the whole project.

Sincerely yours,

Herbert K. Walther
Principal
Amache Secondary Schools

HKW:lk

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National Association
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March 7, 1945

Mr. Herbert K. Walther
Principal, Amache Secondary Schools
War Relocation Authority
Granada Project
Amache, Colorado

Dear Mr. Walther:

You've done an exceptional job of publicizing
your coming Junior Town Meeting. I'm glad that plans are
progressing so satisfactorily, and I'm looking forward to
my visit with you.

Sincerely yours,

C. W. Pettegrew

CWP:db

GRANADA PROJECT
AMACHE, COLORADO

February 24, 1945

Principal
High School

Dear Sir:

Dr. C. W. Pettegrew of Columbus, Ohio, National Moderator, will conduct Junior Town League programs in Denver, Colorado Springs, Pueblo and Amache during the coming month.

The program at Amache will be held at 2 p.m., Friday, March 16, in the High School Auditorium.

The faculty, pupils and student council of our High School cordially invite you to bring your student council or any selected group to be our guests at this meeting.

The subject of the panel will be: "Should Congress pass at this time a bill which provides for universal compulsory military training for all eighteen year old boys during peace time?"

We hope that your pupils will be prepared to participate in the discussion which will follow the formal presentation.

We invite you to announce this project through your local newspaper.

If you and your group would like to come for either luncheon or supper, either of which will cost from twenty-five to sixty cents, please let me know the number we may expect for these extra meals.

May we have your reply by March 10?

Cordially yours,

Principal
Amache Secondary Schools

President
Student Council

Principal
High School

Colorado

Granada
Holly
Lamar
Wiley
McClave
Eads
Kit Carson
Springfield
Two Buttes
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Mr. McGovern
MR. HERBERT K. WALTHER
PRIN. SECONDARY SCHOOLS
WAR RELOCATION AUTHORITY
ALACHE, COLO.

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CIVIC TRAINING

Including OUR TIMES FORUM SERVICE

Columbus, Ohio

American Education Press, Inc.

Volume XII, Number 1

September 11-15, 1944

New York, N. Y.



INTERNATIONAL CO-OPERATION—In What Form?

Topic of the Week Calls for Consideration of National Sovereignty

In a successful democracy, the citizen must search out and respect the ideas of those who disagree with him. To implement this principle, OUR TIMES and CIVIC TRAINING co-operate each week in suggesting a "Topic of the Week" as planned by the Junior Town Meeting League. With the Dumbarton Oaks meeting fresh in our minds, international organization for the postwar period comes first on the list.

In presenting a new *Junior Town Meeting* topic each week, we know that few groups will follow the schedule absolutely. In most cases, more than a week's preparation will be both necessary and useful for the discussion of any one topic. Think of this series of topics as a storehouse from which selection can be made at any time during the year. Take as much time as necessary for preparation and for production of the discussion.

One more consideration as we begin the year. There is an important distinction between the attitudes of the speaker in a *Junior Town Meeting* and the participant in an orthodox debate. The debater is intent upon getting the better of his opponents. He does this partly by marshaling facts. He is not averse to tricks of the trade. *His aim is to win the argument.*

The aim of the *Junior Town Meeting* is to present varying points of view. It must not only bring all aspects of the subject into the open, to discover the vital points of disagreement, but also must discover areas of agreement. The aim is not to win an argument. Dialectic tricks are not appropriate. It is entirely appropriate to have one speaker who will explain some of the issues involved without taking sides. The objective is to clarify issues.

The Matter of Sovereignty

There are many types of *Junior Town Meeting* topic. Perhaps the

easiest with which to begin the year's work is the kind which permits a "Yes" or "No" answer to a question. The Topic of the Week, on its face, is not such a question. "How should future aggressor nations be curbed?" The field is left wide open for a general survey of all possible methods of meeting the crisis of aggression, certainly too wide a field for a short discussion.

Let us narrow the field and turn the topic into a "Yes-No" topic by concentrating on the important subject of sovereignty. In setting up our system of international coöperation, should the United States agree to give up any of its sovereignty? That can be answered definitely by a simple "Yes" or "No." After all, it is the crucial point in the whole matter of international organization.

Planning the Discussion

If the *Junior Town Meeting* were planned with three speakers, the division of responsibility might be as follows:

Speaker 1—What is meant by sovereignty? Illustrate specifically how an aggression crisis would be met if we gave up a part of our sovereignty, and how it would be met if we maintained our complete sovereignty. This speaker does not take sides, but remains purely objective and factual.

Speaker 2—We should agree to allow an international organization to make decisions which we are obligated to follow.

1. Action must be *certain* and *speedy*, therefore must not depend upon the decision of each nation at the time of crisis.

2. The alternative—world war—is much more serious than is a slight impairment of sovereignty.

3. We discovered this fact when the Constitution was adopted to replace the Articles of Confederation. Experience shows that leagues are not effective.

Speaker 3—We should maintain our full sovereignty.

1. After the surge of coöperation passes with the end of the war, the nations may, as in the past, begin to pursue their own national interests in competition. We should be outvoted in any league and might be used to further the selfish ambitions of other nations.

2. The forces of other nations might be called upon to act against the United States if the other nations construe as aggression some action which we consider essential to our interests.

3. The parallel between the American states in 1787 and the nations of the world today is artificial. The nations are still too diverse in economic status, culture, race, and ambitions, for safe forced coöperation. Americans, moreover, accustomed to making their own decisions, will not coöperate under compulsion.

Using History

Every discussion, of course, will resound with the personal opinions of the participants, and will be colored by the emotions of those involved. An attempt, however, should be made to introduce as much solid factual background as possible. In the present subject, the experience of the race as found in history will be of great use.

And what a thrill it is, for both teacher and students, to find that something which has been learned in the social studies class is of real application to a current problem. This application points out the essential usefulness of the current events class in any school program. The study of the current scene is useful for its own sake, for we all need to know what is going on. It also provides an effective motivation for the rest of the curriculum. And that motivation should be emphasized as often as possible, so that

students may be conscious of the values of curricular materials.

For the present topic, United States History offers a situation which, in the minds of many, has some parallel features with the present. In 1777, thirteen independent, sovereign states were at war with Great Britain. The great problem was to decide upon the form in which coöperation should be used. In that year, the decision was made in the adoption of the Articles of Confederation—a League in which each unit was to keep practically all its sovereignty. The central Government was not permitted to collect taxes or enforce laws. It could do little more than request the units to act.

This Confederation was not a success. In 1787, it was thrown over. In the Constitution, each state gave up as much of its sovereignty as was necessary to provide a smoothly running unit. The states gave up the power to make war, to coin money, and to control commerce among the states.

Whether or not the coöperation of nations in 1944 is similar to the coöperation of states in 1787 is a question that calls for study. The current event thus vitalizes the whole study of the years of the Critical Period in our history.

The League of 1919

Another bit of the experience of the past came with the establishment of the League of Nations in 1919. In that organization, each nation maintained its own sovereignty. It promised to act in a certain way if specified conditions arose, but the decision always rested with the individual nations as to how far they would go.

To what extent was that League a success or a failure? What forces were responsible for the failure of the League to prevent the aggressions of Japan, of Italy, and of Germany? Was the absence of the United States a vital factor?

Again the need for a solution of current problems takes us back into history. Students look into these matters now, not merely to pass examinations or to qualify for a quiz program, but because there is a pressing need for all the help we can get. In the same way, this and other current problems will make real tools out of the subject matter of geography, economics, governmental civics, science, and languages.

Current events can never again be the stepchild of the curriculum, filling in the dull minutes at the end of Friday afternoon. It is the motivating core about which the entire program of the school can be made to revolve.

The League Reports!

Official News and Information About Activities of the Junior Town Meeting League

A young pioneer in educational radio work, Mr. C. W. Pettegrew, formerly program director at WOSU, The Ohio State University, now joins the headquarters staff of the *Junior Town Meeting League* as the new *National Junior Town Meeting Moderator*. Mr. Pettegrew assumed his duties of conducting demonstration *Junior Town Meeting* discussions in high school assemblies on September 1, 1944.

Moderator Pettegrew has been associated with radio for fifteen years, acting successively as an announcer for the station, production director, and recently program director. He won the 1944 award in the American Exhibit of Educational Recordings for his news broadcasts for the Ohio School of the Air. Throughout his work at WOSU, Mr. Pettegrew has had extensive experience in planning, producing, and presenting high school broadcasts in coöperation with the secondary schools of Ohio.

Mr. Pettegrew's assignment to the League comes through the co-operative arrangements whereby an editor of *Our Times* is loaned to the *Junior Town Meeting League* to conduct the League demonstrations of discussions. His schedule of travel will begin October 2 and continue through May, 1945. Mr. Pettegrew takes over this work from Dr. Byron Williams, secretary of the League, who will devote the major portion of his time to editorial work during the coming school year.

MAKE YOUTH DISCUSSION CONSCIOUS! This is the title of the new *Junior Town Meeting League* handbook, off the press September 1. The writing of the handbook became a project of the board of trustees which met in Cleveland, Ohio, July 8, 1944, to study the materials presented by it. Thus, the writing of the handbook became a truly coöperative editorial project. League president, Allen Y. King, directing supervisor of social studies in the Cleveland schools, and trustee, I. Keith Tyler, director of radio activities at Ohio State University, were appointed by the board as the editorial committee for the handbook.

Each week, *Our Times* publishes the League-selected "topic of the week." This material is available on order from American Education Press, Inc., Columbus, Ohio, for all schools wishing to develop youth

discussions. The League does not furnish copies of *Our Times* to members. However, the *Our Times-Junior Town Meeting League* "topic of the week" is given additional treatment in CIVIC TRAINING. For example, see the reverse side of this page for a discussion outline synchronized with this week's League topic.

"In view of the importance of discussion in these critical times, and the great influence of radio in helping youth understand contemporary problems, the League urges radio stations and the networks to give increased attention to the production of discussion radio programs for youth. The board, therefore, empowers the president of the League to appoint a committee to explore the implementation of this resolution."

This act by the board of trustees at the Cleveland meeting resulted in Mr. King and Mr. Tyler being asked by the board to visit the headquarters of the four major networks to see how the League may coöperate in assisting the networks in developing discussions for youth. Also, the League handbook, at the request of the board, is being sent to every radio station program director in the United States and Canada.

Information about the *Junior Town Meeting League* may be obtained from the secretary, Byron B. Williams. Write the League headquarters, 400 South Front Street, Columbus 15, Ohio, for this information and an application for membership form.

Listen To Learn

Suggested adaptations of "America's Town Meeting of the Air," the Blue Network; "The University of Chicago Round Table," National Broadcasting Company; "The People's Platform," Columbia Broadcasting System; and "The American Forum of the Air," Mutual Broadcasting System, are included in the League handbook.

MAKE YOUTH DISCUSSION CONSCIOUS!

Direct students to listen to these programs* on local radio stations, and then plan to produce class, assembly, or radio discussions, using the handbook adaptations. The handbook is sent to each member of the League on acceptance by the League of the application for membership.

*Consult local stations for days and hours of broadcasts.

CIVIC TRAINING

Contents: Discussion Outline for OUR TIMES Preview
Junior Town Meeting League Reports



Volume XII, Number 21

February 19-23, 1945

Columbus, Ohio

American Education Press, Inc.

New York, N. Y.

What Shall We Do With Cartels?

● A difficult topic has been chosen for the *Junior Town Meeting* this week. It is difficult partly because so few people know the facts about cartels—what they are and how they operate. It is difficult partly because our slight knowledge of cartels has been given an emotional tinge. Even the word cartel has come to have a bad connotation for many people.

Even more important is another difficulty. The case against cartels is being pretty well stated and publicized. The case for cartels is very difficult to find. Perhaps the unfortunate actions of certain prewar cartels have put cartels in such a bad light that champions are remaining in their corners. At any rate, groups that decide to discuss this problem will have to make a special effort to find the good aspects of cartels.

Seeking a Definition

It is not easy to define a cartel except in most general terms. We must begin by noting that cartels are arrangements between private firms and not between governments. The production and marketing of wheat, sugar, rubber, tea, tin, and coffee have been subject to "commodity controls" exercised by combinations of governments. The word "cartel" does not include such actions. It includes only agreements between independent member firms which continue to do business separately for their own profit.

Students of the cartel problem tell us that there are three general types of cartel operations:

1. **Cartel Associations**—Several firms, in different countries, make an agreement on such matters as the price to be charged, the amount of goods to be produced or sold, the places which are to be the exclusive markets of the members of the group.

The United States antitrust laws

make it unlawful for two or more firms within this country to make any such agreements. We do not yet have an authoritative answer as to whether or not the same laws can be made to apply to international agreements.

2. **Combines**—This name is given to those combinations which are brought about when one company controls, through actual stock ownership, many subsidiaries in various parts of the world.

For instance, the N. V. Philips Company, with headquarters in the Netherlands, controlled companies which made radio equipment, electric light bulbs, and many kinds of electrical equipment in many different countries. The International Telephone and Telegraph Company owns a controlling interest in many communications enterprises.

3. **Patent Licensing Agreements**—When a new industrial process is patented in all countries, the owner of the patent has a potent weapon for use in international trade. Various individual firms may be granted licenses to use the patent, in return for various considerations—money payments, agreements to limit production of one sort or another, agreements to withdraw from certain marketing areas, etc. Du Pont and Imperial Chemical Industries trade patents and agree to divide markets on most of their products. Most of the present discussion about cartels stems from the prewar patent agreements between Standard Oil and Germany's I. G. Farbenindustrie.

For Good or for Bad?

Like most human institutions, the cartel is a means to an end, and it must be judged on the use that is made of it. In our own country, we are about convinced that free competition cannot be perpetuated in certain areas of industry where there is a natural monopoly or

where competition is wasteful.

We don't want competing water companies serving the same sections of a city. In general, we don't want competing gas companies, or competing electric power companies. We have permitted the Western Union to absorb Postal Telegraph because the competition was wasteful. In some fields, the public welfare requires monopoly.

Along with this trend is another one. To the extent that any industry has a monopoly, that industry must be subject to control. Our states have instituted rigid controls over public utilities. The Federal Government controls the railroads to a large extent. Radio is the latest object of control. Our rule seems to be that monopoly is safe only when under strict control.

These two principles—that monopoly may be good in some cases, and that all monopoly must be supervised—may suggest a framework within which cartels may be discussed.

It should not be too difficult to point out advantages to be gained from such international, if private, cooperation. In many cases, it will be desirable to avoid the wastes of competition—duplication of sales forces, etc. And the gains by eliminating waste may be gains for the people instead of merely for the corporations concerned. Savings may be used to lower prices or to raise wages.

Patents create a monopoly, and, in many cases, they may be used to delay the development and marketing of a new product. But the restrictive uses of patents may possibly be made less dangerous by international patent licensing—provided there is regulation to see that results are in the public interest.

More fundamental is the demand of modern industry for stability. Today's business requires enormous plants which call for the investment

of millions of dollars in capital. The needed capital can be obtained much more readily if there is some assurance that profits will remain at a reasonable level and that the business will have reasonable stability. The cartel may provide some of the needed stability.

The Case Against Cartels

The arguments against cartels are easy to formulate, for most of the stories which we have about cartels are arguments as to why they should be opposed.

Every unregulated monopoly is likely to be operated in the interest of its own stockholders, regardless of the public interest. That is not to say that all such monopolies are so run, but the opportunity is there. Prices may be kept at unreasonably high levels through ability to shut out competitors. Certain production may be curtailed lest it compete with already profitable lines (for instance, the cutting of magnesium production in the United States to preserve the market of the aluminum producers). The power of cartels to regulate international trade is well known. There is grave fear that such international dealings will have a great influence upon relations between governments.

Obviously, the conclusions that we reach about cartels will be based upon the behavior of the organizations in the past and upon our hopes and fears for the future. There is now wide disagreement among our own industrialists. President Pew of the Sun Oil Company calls the cartel "reprehensible and detrimental to public welfare." President of the U. S. Chamber of Commerce, Eric Johnston, is one of the leading opponents of the cartel. President Ralph Gallagher of Standard Oil sees good in cartels, operating within the laws.

Cartels are heavy diet for the *Junior Town Meeting*. When our industrial giants disagree, it must not be supposed that our youth, after a week's thought, will have the final answer. But we cannot ignore the topic. We must begin to find our way around in its mazes.

Monthly Test Key

The OUR TIMES Monthly Current Events Test appears in the present issue of the weekly. The answer key follows.

1. C; 2. B; 3. D; 4. A; 5. B; 6. C; 7. C; 8. A; 9. D; 10. A; 11. bank; 12. \$50; 13. Stilwell; 14. Montgomery Ward & Co.; 15. Poland; 16. Teheran; 17. Dardanelles; 18. Georgia; 19. Mead; 20. Tito; 21. White House; 22. Greece; 23. Philippines; 24. T; 25. F; 26. F; 27. F; 28. T; 29. T; 30. F; 31. T; 32. F; 33. T; 34. F; 35. F; 36. 5; 37. 7; 38. 2; 39. 10; 40. 12; 41. 1; 42. 6; 43. 8; 44. 11; 45. 14; 46. 3; 47. 9; 48. 4; 49. 15; 50. 13.

The League Reports!

Official News and Information About Activities of the
Junior Town Meeting League

News Notes: The third Junior Town Meeting of the Phoenix Union High Schools (a monthly series) was held on January 31, at the Phoenix High School with a student audience of about 700 participating. The subject for discussion was, "Should the Voting Age Be Reduced to 18?" For the first time, writes A. F. Olney, curriculum coordinator for these schools, a girl served as moderator and a freshman was one of the speakers. The program was transcribed and was broadcast by KOY on February 7.

As a subject for a February meeting, the Phoenix *Junior Town Meeting of the Air* plans to use the question of postwar treatment for Germany. The May meeting will be held in the evening, and the four best speakers of the season will appear before an audience both of adults and youth. KOY will aid in giving this evening meeting wide publicity. . . .

C. W. Pettegrew, the League's national moderator, has started on a trip which will take him to schools throughout the West. Mr. Pettegrew's schedule includes *Junior Town Meetings* in Sioux Falls, S. D.; Vicksburg, Miss.; Baton Rouge, La.; Vicksburg, La.; Shreveport, La.; Goose Creek and Beaumont, Texas; Denver, Colorado Springs, Pueblo, and the War Relocation Authority Project at Amache, Colorado; Emporia and Leavenworth, Kansas; Kansas City, Mo.; Des Moines, Ia.; Omaha, Nebr.; Duluth, Minn.; Portland, Oregon; San Francisco and Los Angeles, California.

The national moderator has already conducted *Junior Town Meetings* in the high schools of Richmond, Bloomington, and Evansville, Indiana, this semester.

Mr. Pettegrew finds an increasing interest in the adaptation of discussion techniques to current events, guidance, student government, and other problems, both in and out of the regular curriculum. Techniques suggested in the handbook, the moderator points out, are being applied, not only in classrooms, but to problems—like those faced by student councils—which demand consideration by the school as a whole. Many high schools have found the *Junior Town Meeting* an effective medium to air these questions in the assembly. . . .

The League is sponsoring a questionnaire to *Junior Town Meetings of the Air*. Dr. I. Keith Tyler, a trustee, will summarize the findings

of this inquiry for a future issue of *CIVIC TRAINING*. If you wish to report, ask the League for a questionnaire.

Ways To Improve Discussion, No. 7: There are two ways of discussing a subject. One is to argue with the sole purpose of winning. The other is aimed at bringing out the facts, clarifying the issue, and indicating possible areas of agreement.

The first method is not discussion, really. It may bring out some facts, and a few of the techniques learned may be helpful in everyday situations, but for the most part it's blind argument which gets no place. It's like two buck deer who lock horns in battle and die in that position without having settled anything.

The second method does not necessarily offer the solution to a problem. That's not the purpose of all discussions. But if it shakes down the real issues out of a complex assortment of facts and opinions on a question, it may point to a more sensible solution when that solution is demanded.

This doesn't mean that we must establish a ridiculous "Alphonse-Gaston" relationship among participants in a discussion. There's nothing wrong with healthy conflict, and a flash of it here and there will spark the interest of the listener.

However, there is a goal to be kept in mind. That goal is to find a reasonable approach to the answer to a problem, if not the answer itself. We have to set off a minor explosion occasionally to blast people out of their lethargy, but that's not the goal itself. We must be on guard to make certain that the explosion doesn't get out of hand.

After all, we think of discussion as the "democratic way." If we apply that yardstick to discussion methods, which of the two procedures indicated here is the more democratic?

Through an error, this column last week named Mr. William Ladd (who is from Seattle) as assistant superintendent of the Portland, Oregon, city schools. Assistant Superintendent Watt Long should have been named. Mr. Long, and the supervisor of social studies for the Portland schools, Miss Carlie Gilstrap, are responsible for organizing the Portland *Junior Town Meeting of the Air*.

Dear Sir:

Four of our students
and our high school
superintendent, Mr. Swift,
plan to attend the Junior
Town League program held
at Amache, March 16.

They will not be there for
either meal. Wiley High School.

THIS SIDE OF CARD IS FOR ADDRESS



Herbert K. Walther
Principal
Amache Schools
Amache, Colo.

LAS ANIMAS PUBLIC SCHOOLS
BENT COUNTY HIGH SCHOOLS

ELMER L. BURKHARD, SUPERINTENDENT
LAS ANIMAS, COLORADO

March 2, 1945

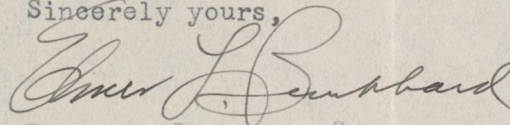
Mr. Herbert K. Walther, Prin.
Amache Secondary Schools
Amache, Colorado

Dear Mr. Walther:

We thank you for the invitation to attend your Junior Town League program. We will plan to bring our student council to this meeting accompanied by one or two faculty members. This will mean there will be approximately fifteen people in the party.

I believe the group would like to stay for the supper. Should we not be ^{able} to do this we will try to let you know before March 10th.

Sincerely yours,



Elmer L. Burkhard, Supt.

ELB:h

GRANADA PROJECT
AMACHE, COLORADO

March 13, 1945

Mr. Elmer L. Burkhard
Superintendent, Public Schools
Las Animas, Colorado

Dear Mr. Burkhard:

We are happy to know that you are bringing your Student Council to our Town Meeting program this Friday, March 16 at 2:00 p.m. Please let me know at once if you have made definite plans to stay for supper.

Yours very truly,

Herbert K. Walther
Principal
Amache Secondary Schools

HKW:hk

Lamar Junior-Senior High School

LAMAR, COLORADO

A. W. WILSON
PRINCIPAL

March 6, 1945

Herbert K. Walther, Principal
Amache Secondary Schools
Amache, Colorado

Dear Mr. Walther,

Our student council accepts your invitation to
attend the Junior Town League program at 2:00 P.M.,
Friday, March 16.

You may expect about 25 members of our council
to attend.

Since we are close, do not plan on a meal for us.

Very truly yours,

Eleanor Streater

Head Girl
Lamar Union High School
Student Council

Don Noble

Head Boy
Lamar Union High School
Student Council

SPRINGFIELD PUBLIC SCHOOLS

C. M. SHIPTON, Superintendent

Member North Central Association of Colleges and Secondary Schools

SPRINGFIELD, COLORADO

March 9, 1945

Mr. Herbert K. Walther
Principal
Amache Secondary Schools

Dear Sir:

In reply to your letter of February 24, concerning the Junior Town League program, our Student Council will be present for the program, and luncheon.

Please reserve twelve (12) places for luncheon for us. We shall try to arrive between 12:00 and 1:00 P. M.

Sincerely,

C. M. Shipton

C. M. Shipton
Principal
Springfield High School

Verna Ruth Irvine
President Student Council

Mrs. Wood

GRANADA PROJECT
AMACHE, COLORADO

March 13, 1945

Mr. C. M. Shipton, Principal
Springfield High School
Springfield, Colorado

Dear Mr. Shipton:

We are glad that 12 people from your school are planning to attend our Junior Town Meeting program this Friday, March 16 at 2:00 p.m. We are arranging a luncheon for you at the high school. It will be necessary for you, however, to arrive not later than 12:00 o'clock noon.

Cordially yours,

Herbert K. Walther
Principal
Amache Secondary Schools

HKW:hk

CHIVINGTON
CENTRALIZED SCHOOLS



CHIVINGTON, COLORADO
March 9, 1945

Herbert K. Walther
Principal of Amache
Secondary School
Ken Uakatogawa
President
Student Council

Gentlemen:

We accept with pleasure your kind invitation to the Town League program to be held at Amache March 16.

There will be one student from our High School and possibly two. The parents of one student will be there also.

The 4 of them plan to take luncheon at the project.

Cordially yours

Iva Porter Clunie

Principal of
Chivington, Colorado
High School

IPC:JMP

GRANADA PROJECT
AMACHE, COLORADO

March 13, 1945

Mrs. Iva Porter Cline, Principal
Chivington Centralized Schools
Chivington, Colorado

Dear Mrs. Cline;

We are glad that you are bringing four people
to our Town Meeting program this Friday, March 16
at 2:00 p.m.

Please come to the high school not later than
12:00 noon for luncheon.

Cordially yours,

Herbert K. Walther
Principal
Amache Secondary Schools

HKW:hk

Mrs. Walthers

March 5, 1945

Senior High English-Social Studies Teachers:

Will you and your class nominate two students for the Junior Town meetings which is to be held March 16, 1945. I would like to have a list of candidates by Thursday noon, March 8, 1945.

M. McGovern

P.S. Nomination in addition to the above may be made by teachers. A committee of teachers will choose the four final participants and alternates.

HKW

AMACHE SECONDARY SCHOOLS
JUNIOR TOWN MEETING LEAGUE

March 16, 1945

Information Bulletin No. 1 The Library: WAB

February 22, 1945

This is the first of a series of informational bulletins which will be issued from time to time on various phases of the subject:

"Shall Congress pass at this time a bill which provides for universal military training for one year during peace time of all 18 year old boys?"

Here are the results of three sampling surveys which show percentages of persons for and against some form of postwar compulsory military training of all the young men in our country. Please note that the figures shown below apply only to the simple pro or con position, and do not necessarily involve the May bill or voting on the matter now. Note also that no mention of any definite amount of time or age is made. Please do not misinterpret these figures, and if they are used in the Junior Town Meeting League program, be on your guard to see that their meaning is not twisted. They are valid and pertinent only if used correctly in terms of the particular subject, with its several modifications which we have selected. The figures:

	% For	% Against	% Didn't Know
Fortune Survey, July, 1944 (An adult survey)	69.1	21.1	9.8

City College of New York
(A college student survey,
date of survey not given)

Students voted two to one for

Scholastic Magazine
(High School student survey
of 1943)

48 52

(An interesting fact about the Scholastic Survey is that 59% of the girls were against, but that 55% of the boys were for some form of post-war compulsory military training.)

These figures from Vocational Trends, October, 1944, article, "Military trainings: yes or no?", p. 12-13, available for reference at main desk in library.

To show the results of another survey, we quote from Junior Scholastic, Dec. 11, 1944, p. 3:

"A poll was taken by the Institute of Student Opinion, sponsored by Scholastic magazine, in high schools all over the country. The following table shows how boys and girls voted on this question: 'Are you in favor of one year's compulsory military training for 17 to 23 year-old boys after the war?'"

	Yes	No	Undecided
Boys	58.5%	30.5%	11%
Girls	38.5%	44.5%	17%

AMACHE SECONDARY SCHOOLS
JUNIOR TOWN MEETING LEAGUE

March 16, 1945

Information bulletin 2

February 25, 1945

"Shall Congress pass at this time a bill which provides for universal military training for one year during peace time of all 18 year old boys?"

In bulletin no. 1 of this series we showed the results of four sampling surveys which had attempted to determine public sentiment on the general subject of compulsory military training for young men. We pointed out that the figures should not be misinterpreted, and that "They are valid and pertinent (for us) only if used correctly in terms of the particular subject, with its several modifications, which we have selected". Please see bulletin no. 1 if you do not remember the results, which were generally favorable to the idea of compulsory military training for young men.

It is pertinent to point out that most leaders in the fields of Education, Religion, Social Work, and other related professions probably are not in favor of the question as we have stated it. Perhaps we may say that generally speaking the more-educated groups in our country would tend strongly toward being against the question as we have stated it, the less-educated for it. Bear in mind, however, the dangers of this generalization. It would not be fair, for example, to say either that "All well-educated people oppose the idea of compulsory military training for all young men", or that "All well-educated people oppose the question as we have stated it." Generalizations of this type have no validity, though honest recognition of an obvious trend is fair.

You may draw some reasonable conclusions from the following quotations from Time and Newsweek magazines:

"On the question of postwar compulsory military training, a large country was heard from last week (week of Jan. 15). Representatives of some 600 colleges convened at Atlantic City (Association of American Colleges), heard an urgent plea for action from General Marshall, pondered, debated, then voted (210-35) that: 1) they are perfectly willing for every U.S. youngster to be conscripted for a year of military training if they are convinced that it is necessary; 2) they are still far from convinced....A National Education Association poll last week showed that 1,800 school superintendents are substantially (60%) of the same mind..."

The college representatives' arguments for delay were: 1) it is too soon to say what our military needs will be; 2) alternate plans have not been sufficiently discussed; 3) present action would imply distrust of the plans for peace."
Time, p.70, Jan. 22, 1945

"The association's action was substantially in accord with positions taken by the Federal Council of Churches of Christ in America (Newsweek, Dec. 11, 1944), and the Postwar World Committee of the Catholic Association for International Peace, which issued a dissenting report last month..."

"However, the National Education Association on Jan. 12 said that a poll of school superintendents taken last May showed that 85 per cent favored some form of postwar training for American youth." Newsweek, p. 81, Jan. 22, 1945

ASK TO SEE BOTH ARTICLES, IN JUNIOR TOWN MEETING LEAGUE FOLDER, KEPT AT MAIN

GRANADA PROJECT
AMACHE, COLORADO

February 22, 1945

Dr. C. W. Pettegrew
National Moderator
Junior Town Meeting League
400 South Front Street
Columbus 15, Ohio

Dear Dr. Pettegrew:

We have been receiving the materials for which you kindly arranged and our plans for the Junior Town Meeting are progressing satisfactorily.

The topic which has been chosen is "Should Congress pass at this time a bill which provides for universal compulsory military training for all eighteen year old boys during peace time?"

We shall meet you at the Granada depot at 7:15 a.m. on March 16, and shall take you to the same depot on the following morning.

Enclosed you will find a copy of the invitation we have sent to thirty-five Kansas and Colorado High Schools.

Our school community is quite excited and enthusiastic about your coming and about the whole project.

Sincerely yours,

Herbert K. Walther
Principal
Amache Secondary Schools

HKW:lk

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PRIN. SECONDARY SCHOOLS
WAR RELOCATION AUTHORITY
AMACHE, COLO.

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CIVIC TRAINING



Volume XII, Number 21

Contents: Discussion Outline for OUR TIMES Preview
Junior Town Meeting League Reports

February 19-23, 1945

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What Shall We Do With Cartels?

● A difficult topic has been chosen for the *Junior Town Meeting* this week. It is difficult partly because so few people know the facts about cartels—what they are and how they operate. It is difficult partly because our slight knowledge of cartels has been given an emotional tinge. Even the word cartel has come to have a bad connotation for many people.

Even more important is another difficulty. The case against cartels is being pretty well stated and publicized. The case for cartels is very difficult to find. Perhaps the unfortunate actions of certain prewar cartels have put cartels in such a bad light that champions are remaining in their corners. At any rate, groups that decide to discuss this problem will have to make a special effort to find the good aspects of cartels.

Seeking a Definition

It is not easy to define a cartel except in most general terms. We must begin by noting that cartels are arrangements between private firms and not between governments. The production and marketing of wheat, sugar, rubber, tea, tin, and coffee have been subject to "commodity controls" exercised by combinations of governments. The word "cartel" does not include such actions. It includes only agreements between independent member firms which continue to do business separately for their own profit.

Students of the cartel problem tell us that there are three general types of cartel operations:

1. **Cartel Associations**—Several firms, in different countries, make an agreement on such matters as the price to be charged, the amount of goods to be produced or sold, the places which are to be the exclusive markets of the members of the group.

The United States antitrust laws

make it unlawful for two or more firms within this country to make any such agreements. We do not yet have an authoritative answer as to whether or not the same laws can be made to apply to international agreements.

2. **Combines**—This name is given to those combinations which are brought about when one company controls, through actual stock ownership, many subsidiaries in various parts of the world.

For instance, the N. V. Philips Company, with headquarters in the Netherlands, controlled companies which made radio equipment, electric light bulbs, and many kinds of electrical equipment in many different countries. The International Telephone and Telegraph Company owns a controlling interest in many communications enterprises.

3. **Patent Licensing Agreements**—When a new industrial process is patented in all countries, the owner of the patent has a potent weapon for use in international trade. Various individual firms may be granted licenses to use the patent, in return for various considerations—money payments, agreements to limit production of one sort or another, agreements to withdraw from certain marketing areas, etc. Du Pont and Imperial Chemical Industries trade patents and agree to divide markets on most of their products. Most of the present discussion about cartels stems from the prewar patent agreements between Standard Oil and Germany's I. G. Farbenindustrie.

For Good or for Bad?

Like most human institutions, the cartel is a means to an end, and it must be judged on the use that is made of it. In our own country, we are about convinced that free competition cannot be perpetuated in certain areas of industry where there is a natural monopoly or

where competition is wasteful.

We don't want competing water companies serving the same sections of a city. In general, we don't want competing gas companies, or competing electric power companies. We have permitted the Western Union to absorb Postal Telegraph because the competition was wasteful. In some fields, the public welfare requires monopoly.

Along with this trend is another one. To the extent that any industry has a monopoly, that industry must be subject to control. Our states have instituted rigid controls over public utilities. The Federal Government controls the railroads to a large extent. Radio is the latest object of control. Our rule seems to be that monopoly is safe only when under strict control.

These two principles—that monopoly may be good in some cases, and that all monopoly must be supervised—may suggest a framework within which cartels may be discussed.

It should not be too difficult to point out advantages to be gained from such international, if private, cooperation. In many cases, it will be desirable to avoid the wastes of competition—duplication of sales forces, etc. And the gains by eliminating waste may be gains for the people instead of merely for the corporations concerned. Savings may be used to lower prices or to raise wages.

Patents create a monopoly, and, in many cases, they may be used to delay the development and marketing of a new product. But the restrictive uses of patents may possibly be made less dangerous by international patent licensing—provided there is regulation to see that results are in the public interest.

More fundamental is the demand of modern industry for stability. Today's business requires enormous plants which call for the investment

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of millions of dollars in capital. The needed capital can be obtained much more readily if there is some assurance that profits will remain at a reasonable level and that the business will have reasonable stability. The cartel may provide some of the needed stability.

The Case Against Cartels

The arguments against cartels are easy to formulate, for most of the stories which we have about cartels are arguments as to why they should be opposed.

Every unregulated monopoly is likely to be operated in the interest of its own stockholders, regardless of the public interest. That is not to say that all such monopolies are so run, but the opportunity is there. Prices may be kept at unreasonably high levels through ability to shut out competitors. Certain production may be curtailed lest it compete with already profitable lines (for instance, the cutting of magnesium production in the United States to preserve the market of the aluminum producers). The power of cartels to regulate international trade is well known. There is grave fear that such international dealings will have a great influence upon relations between governments.

Obviously, the conclusions that we reach about cartels will be based upon the behavior of the organizations in the past and upon our hopes and fears for the future. There is now wide disagreement among our own industrialists. President Pew of the Sun Oil Company calls the cartel "reprehensible and detrimental to public welfare." President of the U. S. Chamber of Commerce, Eric Johnston, is one of the leading opponents of the cartel. President Ralph Gallagher of Standard Oil sees good in cartels, operating within the laws.

Cartels are heavy diet for the *Junior Town Meeting*. When our industrial giants disagree, it must not be supposed that our youth, after a week's thought, will have the final answer. But we cannot ignore the topic. We must begin to find our way around in its mazes.

Monthly Test Key

The OUR TIMES Monthly Current Events Test appears in the present issue of the weekly. The answer key follows.

1. C; 2. B; 3. D; 4. A; 5. B; 6. C; 7. C; 8. A; 9. D; 10. A; 11. bank; 12. \$50; 13. Stilwell; 14. Montgomery Ward & Co.; 15. Poland; 16. Teheran; 17. Dardanelles; 18. Georgia; 19. Mead; 20. Tito; 21. White House; 22. Greece; 23. Philippines; 24. T; 25. F; 26. F; 27. F; 28. T; 29. T; 30. F; 31. T; 32. F; 33. T; 34. F; 35. F; 36. 5; 37. 7; 38. 2; 39. 10; 40. 12; 41. 1; 42. 6; 43. 8; 44. 11; 45. 14; 46. 3; 47. 9; 48. 4; 49. 15; 50. 13.

The League Reports!

Official News and Information About Activities of the Junior Town Meeting League

News Notes: The third Junior Town Meeting of the Phoenix Union High Schools (a monthly series) was held on January 31, at the Phoenix High School with a student audience of about 700 participating. The subject for discussion was, "Should the Voting Age Be Reduced to 18?" For the first time, writes A. F. Olney, curriculum coordinator for these schools, a girl served as moderator and a freshman was one of the speakers. The program was transcribed and was broadcast by KOY on February 7.

As a subject for a February meeting, the Phoenix *Junior Town Meeting of the Air* plans to use the question of postwar treatment for Germany. The May meeting will be held in the evening, and the four best speakers of the season will appear before an audience both of adults and youth. KOY will aid in giving this evening meeting wide publicity....

C. W. Pettegrew, the League's national moderator, has started on a trip which will take him to schools throughout the West. Mr. Pettegrew's schedule includes *Junior Town Meetings* in Sioux Falls, S. D.; Vicksburg, Miss.; Baton Rouge, Lafayette, and Shreveport, La.; Goose Creek and Beaumont, Texas; Denver, Colorado Springs, Pueblo, and the War Relocation Authority Project at Amache, Colorado; Emporia and Leavenworth, Kansas; Kansas City, Mo.; Des Moines, Ia.; Omaha, Nebr.; Duluth, Minn.; Portland, Oregon; San Francisco and Los Angeles, California.

The national moderator has already conducted *Junior Town Meetings* in the high schools of Richmond, Bloomington, and Evansville, Indiana, this semester.

Mr. Pettegrew finds an increasing interest in the adaptation of discussion techniques to current events, guidance, student government, and other problems, both in and out of the regular curriculum. Techniques suggested in the handbook, the moderator points out, are being applied, not only in classrooms, but to problems—like those faced by student councils—which demand consideration by the school as a whole. Many high schools have found the *Junior Town Meeting* an effective medium to air these questions in the assembly....

The League is sponsoring a questionnaire to *Junior Town Meetings of the Air*. Dr. I. Keith Tyler, a trustee, will summarize the findings

of this inquiry for a future issue of CIVIC TRAINING. If you wish to report, ask the League for a questionnaire.

Ways To Improve Discussion, No. 7: There are two ways of discussing a subject. One is to argue with the sole purpose of winning. The other is aimed at bringing out the facts, clarifying the issue, and indicating possible areas of agreement.

The first method is not discussion, really. It may bring out some facts, and a few of the techniques learned may be helpful in everyday situations, but for the most part it's blind argument which gets no place. It's like two buck deer who lock horns in battle and die in that position without having settled anything.

The second method does not necessarily offer the solution to a problem. That's not the purpose of all discussions. But if it shakes down the real issues out of a complex assortment of facts and opinions on a question, it may point to a more sensible solution when that solution is demanded.

This doesn't mean that we must establish a ridiculous "Alphonse-Gaston" relationship among participants in a discussion. There's nothing wrong with healthy conflict, and a flash of it here and there will spark the interest of the listener.

However, there is a goal to be kept in mind. That goal is to find a reasonable approach to the answer to a problem, if not the answer itself. We have to set off a minor explosion occasionally to blast people out of their lethargy, but that's not the goal itself. We must be on guard to make certain that the explosion doesn't get out of hand.

After all, we think of discussion as the "democratic way." If we apply that yardstick to discussion methods, which of the two procedures indicated here is the more democratic?

Through an error, this column last week named Mr. William Ladd (who is from Seattle) as assistant superintendent of the Portland, Oregon, city schools. Assistant Superintendent Watt Long should have been named. Mr. Long, and the supervisor of social studies for the Portland schools, Miss Carlie Gilstrap, are responsible for organizing the Portland *Junior Town Meeting of the Air*.

TRANSMITTAL SLIP

Date March 10, 1945

To: Mr. Hinman

From: H. K. Walther

Jr. - Sr. High School - 10G

Be sure to see that all of our
microphones and their connections and the
P. A. system are in perfect condition
for the Town Meeting program Friday,
March 16, 2 p.m.

Please test this equipment personally.

TRANSMITTAL SLIP

Date March 10, 1945

To: Mr. Drummond

From: H. K. Walther
Jr. - Sr. High School - 10G

Please check with Mr. McGovern re-
garding stage furniture and lights and
seating for Friday. One or two microphones
will be needed on the stage. If possible,
it would be desirable to have one micro-
phone on either side of the floor for
questioners.

Chairs should not be set too closely
together on the floor.

TRANSMITTAL SLIP

Date March 12, 1945

To: Mr. Hinman

From: H. K. Walther
Jr. - Sr. High School - 10G

~~Please have the band ready to play a
march and the Star Spangled Banner at
the Junior Town Meeting program Friday.~~

WAR RELOCATION AUTHORITY

GRANADA PROJECT

OFFICE MEMORANDUM

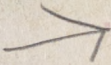
To; Grace G. Lewis

Date; March 10, 1945

From: H. K. Walther

Subject:

So far, 15 student council members from Las Animas and 25 from Lamar have accepted our invitation to attend our assembly at two o'clock this Friday.

Please see that the Student Council is prepared to furnish guides, etc., and act as hosts. 

What do you think of the idea of having one representative from each school be a platform guest?

If visitors wish to visit classes, I suggest that they be divided into groups of four or five and that each group visit a few representative classes. In this way, the same teacher won't have to suffer the burden of the disturbances.

WAR RELOCATION AUTHORITY

GRANADA PROJECT

OFFICE MEMORANDUM

Date: March 13, 1945

To: Miss Hulquist

From: H. K. Walther

Subject:

Twelve people from Springfield and four from Chivington wish to have luncheon on the project at 12 o'clock this Friday noon. Would you be able to serve a light luncheon which would consist only of sandwiches and coffee? We will charge these people for this food if necessary.

FINAL REPORT
ON
JUNIOR TOWN HALL MEETING

JUNIOR TOWN MEETING COMMITTEE

Mr. Melvin P. McGovern
Mrs. Gladys Seevers
Mrs. Katherine Stegner
Miss Roxene Everetts
Mr. William Easton
Mr. Charles Hinman
Miss Rosalind Walls

NATIONAL MODERATOR

Mr. C. W. Pettegrew

STUDENT CHAIRMAN

Mr. Dag Nakatogawa

STUDENT SPEAKERS

Toshiko Sakamoto
Shig Hamaoka
Jim Yamasaki
Tomio Jofuku

During the summer of 1944 the faculty members of the English-Social Studies Division discussed ways and means of improving and involving more students in class discussions. Because many of them came from non-English-speaking homes the problem of good English in the school was serious.

The suggestion was made and approved that the Amache Secondary School make application for membership in the Junior Town Meeting League and that a definite program for class Junior Town Meetings be started in the Fall which would culminate in an assembly program under the guidance of Mr. C. W. Pettegrew, National Moderator of the J. T. M. L.

At the beginning of the school year the teachers invited the students to consider with them the best plans for organizing discussion groups. The teachers presented some of the possibilities and welcomed suggestions from the students.

All English Social Studies classes agreed to begin with class discussions in which they would use J. T. M. techniques. As they progressed in the 10th, 11th, and 12th grade, Junior High School classes were invited to "listen in".

After all classes had discussed various questions the students selected the following topic "Shall Congress pass at this time a bill which provides for universal military training for one year during peace time of all 18 year old boys?"

The librarian prepared special bibliographies and information bulletins on various phases of the subject.

The following finalists were selected by a student faculty committee. Toshiko Sakamoto, Shig Hamaoka, Jim Yamasaki, Tomio Jofuku.

March 16, 1945, Mr. C. W. Pettegrew, National Moderator of the Junior Town Meeting League, arrived to moderate the assembly which was held that afternoon. More than 40 students from the neighboring towns of Springfield, Lamar, Las Animas, Chivington, Holly and Wiley attended the forum as guests of the Student Council. The Student body president, Dag Nakatogawa, presided as chairman.

The English Social Studies Division was very happy with the large number of students who participated in class discussions as a result of the Junior Town Meeting. By starting with small groups in the classroom and selecting questions of importance to the student a great deal of interest was developed in current affairs. It was gratifying to watch a pupil program develop in which practically all the students participated and which had none of the elements of a competitive contest.

In evaluating this activity the public relations angle should not be overlooked. Forty caucasian boys and girls along with their faculty advisors had the opportunity of meeting boys and girls of Japanese ancestry in a War Relocation Center. As a result of this assembly many Amache students received invitations to visit the surrounding schools which was reassuring to the Nisei boys and girls. It was of value to both the guests and the evacuees.