

## Editorial Comment

### CONSERVATION AS A PRODUCTION POLICY

Conservation, reduced to elemental significance, is a policy or principle of controlled production designed to benefit the largest number of people over the longest possible period of time. This concept has been in the minds of conservationists for years.

The present international conflict is serving to intensify and crystallize public opinion and public attitude toward a definite conservation program on a national scale. Such a program is timely and is vital to post-war planning.

Every organization and every agency, both public and private, now concerned with the theory or practice of conservation, is now in a position to advance its individual program to the fullest extent. The rationing program will serve further to intensify this individualized effort at conservation.

Conservation, as a program, to succeed must be planned and executed on a national scale with an international background woven firmly into the very fiber of the program. The advancement of a single conservation program that is not in a harmonious relationship with the over-all picture indicates a weakness in planning.

Cooperative blending, of the best thought, in both principle and practice, from each field of human activity at all levels—local, county, state, and national—will guarantee a balanced program. This program, a concept of conservation as a production policy, must be planned now and taught to teachers. The teachers imbued with an enthusiasm and an interest in the intrinsic merits of the program will be enabled to teach boys

and girls throughout the length and breadth of this land of ours the true meaning of the catch phrases, save the soil, protect the forests, and restore our wild game.

The *National Association of Biology Teachers*, with its large and talented advisory staff, is in a position to seek out the best thought from all channels of experience and, with the varied teaching background represented, will be able to unify the thought and action into a teaching plan.

This type of teaching plan will have the advantage of being projected by teachers and educators who are in a position to know the full value of the subject being taught. Ideas and ideals of conservation inculcated in the minds and hearts of young America now cannot but pay enormous dividends in the future.

WILLIS W. COLLINS.

EDITOR'S NOTE: Mr. Collins is serving in the Army of The United States, stationed at present at Fort Sill, Oklahoma.

### FOR WORLD UNITY

All biology teachers should take special note of the following quotation from the 1941 Review\* of President Fosdick of The Rockefeller Foundation: "If we are to have a durable peace after the war . . . the part that science and advancing knowledge will play must not be overlooked. For although wars . . . may isolate nations and split them into separate units, the process is never complete because the intellectual life of the world, as far as science and learning are concerned, is definitely internationalized,

\* Fosdick, Raymond B., *The Search for Unity*. The Rockefeller Foundation Annual Report for 1941, page 9. New York. 1942.

and whether we wish it or not an indelible pattern of unity has been woven into the society of mankind.

"There is not an area of activity in which this cannot be illustrated. An American soldier wounded on a battlefield in the Far East owes his life to a Japanese scientist, Kitasato, who isolated the bacillus of tetanus. A Russian soldier saved by a blood transfusion is indebted to Landsteiner, an Austrian. A German soldier is shielded from typhoid fever with the help of a Russian, Metchnikoff. A Dutch marine in the East Indies is protected from malaria because of the experiments of an Italian, Grassi; while a British aviator in North Africa escapes death from surgical infection because a Frenchman, Pasteur, and a German, Koch, elaborated a new technique. . . .

"Our children are guarded from diphtheria by what a Japanese and a German did; they are protected from smallpox by an Englishman's work; they are saved from rabies because of a Frenchman; they are cured of pellagra through the researches of an Austrian. From birth to death they are surrounded by an invisible host—the spirits of men who never thought in terms of flags or boundary lines and who never served a lesser loyalty than the welfare of mankind. . . .

"Thought cannot be nationalized. The fundamental unity of civilization is the unity of its intellectual life.

"There is a real sense, therefore, in which the things that divide us are trivial as compared with the things that unite us. The foundations of a cooperative world have already been laid. It is not as if we were starting from the beginning."

We know that we must live with Germans and Japanese after the war. We

know that these nations are now engaged in a death struggle to force on others a way of living entirely inconsistent with liberty. We *must* therefore defeat them, not *may* or *can*. We must defeat them by force—the only method they understand. We must kill or be killed; we have no other choices.

But, if we wish to retain our way of living, we must *not* permit ourselves to believe that might is the highest right—in so doing we would be losing the war to our enemies, by adopting their basic philosophy. Our enemies are not so much the Japanese and Germans as such. They are the tragic fools who have failed to see that science has remade the world and wish to plunge us backward a thousand years into a "new order." These we must destroy, as we would cut out a cancer, for our own survival and for the peace of the world, including Germans and Japanese.

The biology class offers a fine opportunity for making a contribution to the philosophy of unity. It is easy to show, as indicated by the quotation from Fosdick, that the nations are biologically interdependent, whether they like it or not, even in war time. The implications of this simple truth follow almost automatically.

## NEGRO HISTORY WEEK

The eighteenth annual celebration of *Negro History Week* takes place from the 7th to the 14th of February. On this side of the Atlantic the Negro has been a positive force in the advancement of democracy. National attention to this thought will be the theme of THE NEGRO HISTORY BULLETIN throughout the year and the *Negro History Week* posters. The latter are being distributed free of charge. Any one interested may write to The Association for the Study of Negro Life, 1538 Ninth Street, N. W., Washington, D. C.