

**DEPARTMENT OF THE INTERIOR:  
LESSONS IN COMMUNITY AND  
NATIONAL LIFE. SERIES A, FOR  
THE UPPER CLASSES OF THE HIGH  
SCHOOL**

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**CHARLES H. JUDD & LEON C. MARSHALL**

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DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION  
IN COOPERATION WITH THE UNITED STATES FOOD ADMINISTRATION

# Lessons in Community and National Life

SERIES A, FOR THE UPPER CLASSES OF  
THE HIGH SCHOOL

PREPARED UNDER THE DIRECTION OF

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THE WHITE HOUSE,

WASHINGTON,

August 23, 1917.

TO SCHOOL OFFICERS:

The war is bringing to the minds of our people a new appreciation of the problems of national life and a deeper understanding of the meaning and aims of democracy. Matters which heretofore have seemed commonplace and trivial are seen in a truer light. The urgent demand for the production and proper distribution of food and other national resources has made us aware of the close dependence of individual on individual and nation on nation. The effort to keep up social and industrial organizations in spite of the withdrawal of men for the Army has revealed the extent to which modern life has become complex and specialized.

These and other lessons of the war must be learned quickly if we are intelligently and successfully to defend our institutions. When the war is over we must apply the wisdom which we have acquired in purging and ennobling the life of the world.

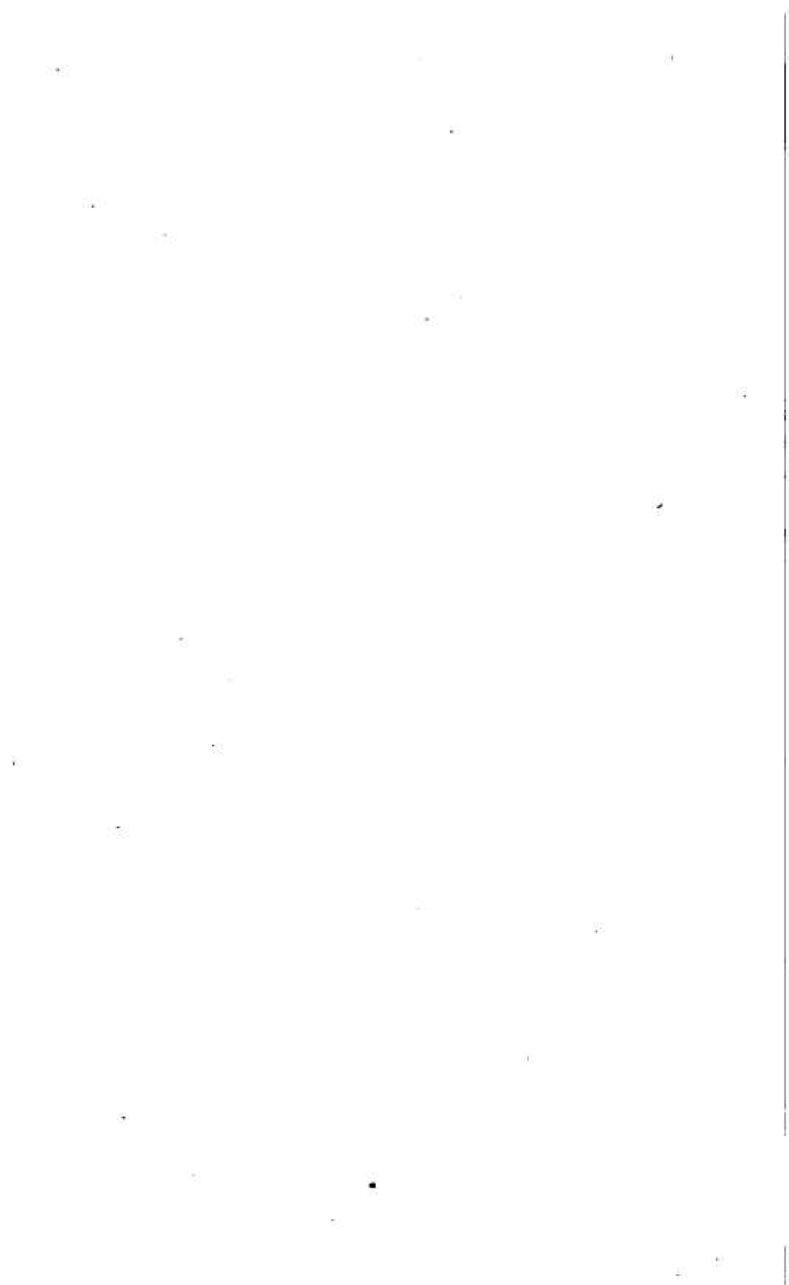
In these vital tasks of acquiring a broader view of human possibilities the common school must have a large part. I urge that teachers and other school officers increase materially the time and attention devoted to instruction bearing directly on the problems of community and national life.

Such a plea is in no way foreign to the spirit of American public education or of existing practices. Nor is it a plea for a temporary enlargement of the school program appropriate merely to the period of the war. It is a plea for a realization in public education of the new emphasis which the war has given to the ideals of democracy and to the broader conceptions of national life.

In order that there may be definite material at hand with which the schools may at once expand their teaching I have asked Mr. Hoover and Commissioner Claxton to organize the proper agencies for the preparation and distribution of suitable lessons for the elementary grades and for the high-school classes. Lessons thus suggested will serve the double purpose of illustrating in a concrete way what can be undertaken in the schools and of stimulating teachers in all parts of the country to formulate new and appropriate materials drawn directly from the communities in which they live.

Sincerely, yours,

WOODROW WILSON.



## INTRODUCTION.

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The Lessons in Community and National Life are intended first of all to lay the foundations for an intelligent enthusiasm for the United States. Our schools have lacked that emphasis on nationalism which has been characteristic of European schools. Even our history courses have been meager and have for the most part treated of periods so remote that pupils in the schools have not cultivated a true idea of the unique characteristics of our national civilization. Though we have a continuous system of free education and a broad view regarding the training of girls, though we have universal franchise and freedom of organization, though our democracy has developed beyond that of any previous historical period, our pupils have been left without knowledge of the fact that these are unique possessions shared only in part by other progressive nations. The Lessons are accordingly filled with concrete descriptions of American institutions, and the significance of these institutions is made as clear as exposition and explanation can make it.

In the second place, the Lessons in Community and National Life aim to bring industry into the schools in a way which will appeal to the intelligence of pupils and will intellectualize all later contact with practical affairs. There is a very legitimate demand urged on the schools at this time that they prepare for industry. If the schools meet this demand only by furnishing the same kind of training in skill that industrial establishments might give, there will be little or no gain to society. If, on the other hand, the schools by appropriate recognition of industry as the expression of human genius and human cooperation can give pupils ideas as well as skill to guide them in later practical life, then the schools will have made a genuine and positive contribution to industrial training. The Lessons are accordingly filled with accounts of how industries originated and how they have evolved, so that the pupil may see that industry is a part of man's intellectual conquest of the world.

In the third place, the Lessons are intended to create a sense of personal responsibility, which can result only when the pupil is