

**RIVERSIDE EDUCATIONAL
MONOGRAPHS.
DEMOCRACY'S HIGH
SCHOOL**

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Riverside Educational Monographs. Democracy's High School by William D. Lewis

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WILLIAM D. LEWIS

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HIGH SCHOOL**

Riverside Educational Monographs

EDITED BY HENRY SUZZALLO

PROFESSOR OF THE PHILOSOPHY OF EDUCATION
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

DEMOCRACY'S
HIGH SCHOOL

BY

WILLIAM D. LEWIS

PRINCIPAL OF THE WILLIAM PENN HIGH SCHOOL
PHILADELPHIA



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FOREWORD

IN February, 1913, I chanced to read three articles on the American high school which at once impressed me with their social insight. I asked their author, Principal William D. Lewis, of the William Penn High School, Philadelphia, to call on me. His enthusiastic vision of the immense possibilities for real democratic service to be performed by the public high schools of the country led me to say in *The Outlook*: "Every man and woman interested in boys and girls — and what man or woman is not? — ought to read what Principal Lewis himself says; for no brief sketch of mine will do even the remotest justice to the way in which he grips and expounds the vital need of our high school and college education — the need that it shall relate to life, and shall offer to each divergent soul the chance that soul needs to train itself, along its own lines, for useful citizenship, domestic and public, in this great seething, straining democracy of ours."

I am glad that in the present volume Mr. Lewis has amplified the articles that I first read, and that

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he has added others so as to express his pedagogical and social creed more fully. The vital thing about this book is that it shows just where the high schools which the American people are supporting can render a far larger service than the mere inculcation of knowledge. It presents the problem of the school from the point of view of the boy and girl rather than from that of the subject, and shows how completely this change in viewpoint transforms our traditional thought of the school.

The fact that this book appears in a series devoted to pedagogy ought not to limit its readers to the teaching profession. It is of most interest to the average plain citizen who thinks of the future, and who is anxious that the activities through which the collective and coöperative forces of society find expression shall give their largest possible service.

Our progress in educational efficiency must come from two sources: from the great natural leader who happens to be an educator, and from the ordinary citizen who to common sense adds some power of vision, and who realizes the relation of the school to society. In pedagogy as in every other walk of life great natural leaders are scarce. Therefore the ordinary citizen of vision

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and common sense must concern himself with the changing problem of the school, and must insist that pedantic tradition does not keep our schools from performing their full public service. Neither pedagogue nor citizen can fail to gain from Mr. Lewis's discussion a clearer vision of the place the school must fill in solving our great democratic problems if these are to be solved aright.

THEODORE ROOSEVELT.

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