

EDUCATION FOR DEMOCRACY

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Education for democracy by Eugene C. Brooks

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EUGENE C. BROOKS

**EDUCATION FOR
DEMOCRACY**

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PATRIOTISM THROUGH LITERATURE

EDUCATION FOR DEMOCRACY

By

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THE PREFACE

This book is divided into four parts: (1) Democracy as contrasted with autocracy in public institutions is the theme of the first part. Since the ideal of educational institutions should be in a large measure the same as that of a nation, teachers, in order to keep the ideal pure and to lead the youth toward a larger freedom, should seek to understand what is the intent of the nation. Incidentally an outline for teaching American and modern European history is also given. (2) The reader is then carried from administration in political institutions to administration in educational institutions. Is the latter too autocratic even for a democracy? Is there enough of coöperation between superintendents and teachers, between teachers and pupils, and between the school and the community? Many concrete illustrations are given to show how coöperation may become more effective and how it may be increased. (3) The third part treats of classroom instruction. What should be its aim? How nearly should that aim coincide with the national ideal and how far short has it fallen? Here again there are many examples given showing that aims and methods in classroom instruction have been improved through a saner coöperation and by the use of subject matter drawn more from the world around the school. (4) The fourth part contains aids for the teacher.

In the great reconstruction to take place throughout the world as a result of the World War, the educational institutions will undoubtedly be affected. But since there will not be a new political system created in America,

there will not be, in all probability, a new educational system created. It is true that before the war America was already working, feebly here, effectively there, but working in the right direction. But what is needed most is not a reorganization, not any radical changes in the system, but a real strengthening of the system which will infuse new life into some of its dead members, shift the emphasis from outworn formulas to subject matter and exercises vital to the new freedom, and enlarge the sphere of coöperation, which is the essence of democracy.

The contents of this book have been developed in the classroom and in public lectures during a period of ten years. The quotations introducing each chapter and the concrete illustrations collected are evidences that educational leaders have been thinking along these lines, that teachers were practicing the new creed even before the outbreak of the war, and that with the proper encouragement and coöperation teachers of America may hasten the day when needed reforms in education will be made all along the line.

PART I

THE SPIRIT OF DEMOCRACY IN
GOVERNMENT