

# making DEMOCRACY work and grow

*practical suggestions  
for students, teachers,  
administrators, and  
other community leaders*

**FEDERAL SECURITY AGENCY**  
**Office of Education**

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**DEMOCRACY** is more than a creed or a doctrine. It must be a continuing force in the daily thinking, working, and living of all our citizens. Our schools and colleges can strengthen democracy by practicing it—by showing concretely the basic advantages it offers to human beings. It is in our homes and in our schools, in our home towns and local organizations, that we learn the values and working habits of democracy.

This bulletin is a collection of practical ways in which wide-awake schools and alert communities are helping to make democracy effective. It is offered to other schools and other groups of citizens to assist them in their efforts to share with children, youth, and adults diverse and creative democratic experiences.

*Oscar R. Ewing*

*Federal Security Administrator.*

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## *introduction*

THE SCHOOLS and colleges of this country are awakening to the vital need of strengthening democracy—of making it work and making it grow. During the war, every citizen—and every teacher and child as well as every service man—realized we must all work together to win the war. Now, to strengthen national security and to win the peace, we must also work together—to keep democracy free and make it strong and positive.

The students and teachers and administrators of our schools and colleges have an important and essential part to play in meeting the great challenges which world conditions place upon democracy. We not only need to learn to understand and value what our democracy means; we also need to apply and practice the concepts of democracy in our schools, our homes, our communities: in our work and study and human relations. To do this, it is not enough to talk or read about democracy—we must live it.

To help in carrying out its program of Zeal for American Democracy, the Office of Education, Federal Security Agency, called a National Conference of leading teachers, administrators, and other citizens to plan how schools and colleges can practice and promote democracy. These educators have asked for practical material to help them in their local and State programs for furthering democracy—pamphlets, books, bibliographies, technical aids that will enable them to implement their work; suggestions that can help them use the radio, the newspaper, the movies; ideas that have drama, novelty, and emotional appeal. They have pointed out that what is needed is material that will get out to the schools in grass-root communities; *practical suggestions* on how to make democracy work and grow inside students, teachers, schools, communities.

In response to these requests, the Office of Education has collected, from the staff of all its Divisions and from educators in the field, practical suggestions which may be used today or throughout the year. Most of these suggestions are already being used in different schools. They have been collected and are here offered as suggestions only; each school will want to make its own selections, adaptations, emphases. Some of these suggestions may be especially suitable for one-room schools; some for large city school systems; others for elementary schools, or for colleges and universities. One school may wish to concentrate on only one or two community projects during the year; another may want to start a number of them.

For all programs for fostering democracy, however limited or extensive, a few underlying principles are common and essential:

The need for all educators to consider first the human beings with whom they work—the children, young people, and adults for whom education is planned, and on whom it has effect. It is to meet their needs, not to make any program itself the goal, that we should work first, last, and throughout. And that means considering always the emotional needs and development of children and young people—not just their intellectual development—and those of teachers and parents, too. It also means considering the dynamics of classroom situations—how the teacher-student relationship makes the individual move and grow.

The need to utilize the emotional drives of people, if programs to foster democracy are to be successful. Unless we relate democracy to people's emotions, show how it can meet their actual needs, and stimulate them to use their hearts as well as their heads in practicing democracy, democracy will become just a matter of words that slide through and off people's minds.

The way in which the teacher and students carry out activities in a classroom or school or community program for democracy is important in developing a feeling for the democratic way of living and thinking. It is not much use to suggest an activity to foster democratic procedure if the administrator or teacher does not show a democratic attitude of respect and value for other individuals, their needs and rights, desires and abilities and problems.

Some of the things that need to be done if children and adults, parents as well as teachers, are to be helped to live and think and work together in a democratic way, as well-adjusted individuals and good citizens, are these:

Help each person to feel that he belongs—that he is an important part of the group in which he lives, and that he has a contribution to make to the group.

Provide opportunities for people, including pupils, to plan and work in a group or committee, as well as to carry on individual activities.

Provide opportunity for students to participate in activities with people of different ages—such as children, teachers, parents, and community leaders—and with people of different ethnic and economic backgrounds.

Help students and adults see that each must share in planning the goals of his group, and have an opportunity to express himself before decisions are reached.

In our democracy, education should provide equality of opportunity to every pupil. Such provisions should not merely guarantee the right of every child to be taught; they should also assure that all children may learn—not alone those who are able to read a variety of printed materials or who are able to grasp abstract ideas. Schools should see that no child or youth drops out of school untaught, and that each may learn happily and healthily, according to his own capacity.

In democracy schools also need to help each citizen, young or old, learn that he has responsibilities as a member of his social group, his community, his democratic society. He needs to learn to respect the rights and needs of others; to make decisions and bear the results of them; to be responsible in carrying out his share of work, respecting necessary regulations, taking care of tools, books, property, and other things. These are essential parts of good citizenship in a democracy.

Schools and colleges also have a responsibility in a democracy to share their resources and teaching with adults in the community—with all the citizens of our democracy—and to cooperate with them in an enriched program for community betterment.

Together we can build democracy; we can make it work and grow.

  
*Associate Commissioner of Education*

# *practical suggestions*

## **how to promote DEMOCRACY in your school, college, and community**

*for  
administrators  
and  
faculty committees*

**ORGANIZE** democratically a student-faculty committee for planning of your programs for strengthening American democracy:

1. Have an equal number of faculty and of students elected democratically.
2. Arrange for secretarial and consultant services for the committee from the student body, service clubs, parent organizations, patriotic organizations, press, civic organizations.
3. Publicize the committee and its activities in the school and throughout the community.

**Arrange** a series of faculty meetings to discuss such questions as:

1. How would you define democracy?
2. What is the challenge to democracy posed by communism and fascism?
3. What are the differences between education in a democracy and education in a totalitarian state?
4. How can American education contribute to world peace?
5. How can we promote world peace through the United Nations and UNESCO?
6. How can we increase student participation in the planning, carrying out, and evaluation of learning activities, ad



essential to training for intelligent functioning in a democracy?

7. How does our school plan for student participation in school and community affairs?
8. How can we appropriately observe special days and holidays that foster democracy?
9. What can our school system do to promote or further adult civic education?
10. How can we use report cards to enlist democratic cooperation of parents in the work of the school?

Institute a faculty workshop to study and improve your school's practices in group planning for teaching and learning the ways of democracy; stimulate teachers to:

1. Keep brief records for a week of all classroom situations that exemplify democratic living, or emphasize democratic ways of learning.
2. Pool and evaluate these techniques and materials.
3. Analyze opportunities in their own programs for carrying on desirable activities to strengthen democracy.
4. Pull out the principles of teaching and learning which operate in actual classroom situations, and relate them to zeal for American democracy.

Analyze your guidance instruction programs—do they help lay the base of zeal for democracy by implementing the democratic goals of the school through:

1. Providing equality of opportunity for every pupil.
2. Helping each pupil learn according to his own capacity.
3. Seeing that no one drops out of school.
4. Providing specifically for ascertaining, recording, and interpreting the individual differences of each child, and using this data to provide education to meet the needs of individual pupils.
5. Giving each child opportunity for democratic participation in the school program of activities and study.
6. Planning the curriculum to meet the needs of the pupils and the community.

On the basis of definitions of democracy worked out in your school:

1. Study the areas of democratic understanding which need strengthening in your school.
2. Plan how to improve the teaching techniques and revise course content to remedy these weaknesses.

Study surveys such as *Learning the Ways of Democracy*,<sup>1</sup> and check your school against them to see how you can develop more effective democratic understandings and habits in your school.

Provide means for identifying traits and abilities important for developing democratic leadership and understanding in your students:

1. Use standard tests to measure the abilities and attitudes of individual students.
2. Identify and train students with leadership potentialities to serve their school and community.
3. Counsel individuals on personal problems so they can learn to handle them and become effective members of society.
4. Offer opportunity for leadership and cooperation in committee projects—preparing a meal, getting ready for a children's play school, and so on.

Arrange college convocations with professors from several fields to discuss and analyze:

1. The psychological bases of loyalty and their implications for developing and sustaining loyalty to democracy.
2. The goals and methods of education for democracy.
3. The roots and growth of American democracy.
4. The implications of democracy for world organization, and for the foreign relations of the United States.

Devise pre-course and post-course tests to find out what concepts and practices of democracy high-school or college students share before and after taking democracy-related courses.

Encourage college history teachers to analyze just what the freshman or introductory course in American history contributes to students' zeal for American democracy and training for citizenship.

Consider inaugurating college courses on World Civilization, World Issues, or other comprehensive international studies to help give students understanding of other cultures and the achievements or weaknesses of other nations.

Plan for citizens' or lay advisory committees to assist with school surveys and projects.

Plan democratic joint procedures of teachers and administrators on the government of your school or college, for the development of mutual respect, understanding, and sharing of responsibility and work.

<sup>1</sup> Educational Policies Commission, National Education Association, and American Association of School Administrators.

*for  
teachers*

## THE MEANING OF DEMOCRACY IN OUR COUNTRY

**ASK EACH STUDENT** to state in a few words, in writing, what democracy means to him; have students elect a committee to combine these various statements into a "charter for democracy."

Ask each student in high-school or college social science courses to state, in writing:

1. What he regards as the most serious weakness or weaknesses of democracy; have a committee combine these statements into a list of democracy's problems.
2. How he believes democracy might best be improved; have the group analyze and evaluate the returns.
3. What feature or features of present-day democracy he thinks are most hopeful for its future; have the class analyze their opportunities and responsibilities as citizens in relation to these features.

Have college students single out three important features of American society, economy, or government in which, since 1900, there has been change in the direction of democracy; work out how to present these changes graphically; and display the resulting chart or graph in the college library or other public place.

Show students how to make a diagram or chart for school or college display, comparing American educational opportunity in 1789, 1889, and 1948.

Ask students the question: "What American, past or present, in your judgment most nearly represents the ideal of American democracy?" Have students organize and run a contest of 4-minute speeches for their candidates, vote on them, and put pictures of the winners in a display.

Hold an essay contest (essays limited to 500 words) on "How the American People Can Best Promote Democracy in the World," or on "Why Good Schools Are Essential to a Vigorous Democracy."

Print the winning essays in your school, college, or community newspaper.

Ask students to select one to three poems which they think best represent American democracy, and mimeograph and distribute in your school or college the ones voted most significant.

Arrange school assembly programs or panels on such themes as:

1. What is democracy?
2. What youth can do to strengthen American democracy.
3. Youth's part in preserving world peace.
4. How can schools strengthen UNESCO?

Ask your class, divided into three committees, to draw up lists of characteristics, under communism, fascism, and democracy, of:

1. The economic system under each kind of government.
2. Religion.
3. Freedom of speech and press.
4. Election procedures.
5. Fine arts.
6. The professions.

Have students create and present plays, pageants, and dances illustrating the development, meaning, and further needs of democracy.

Plan readings and dramatic programs on "How We Won Our Freedom."

Collect stories that illustrate the rights and freedoms guaranteed in the Bill of Rights, and how they operate today (in a publishing office, in a court, in church, etc.); have students read and discuss them, and find further examples.

Develop a project among upper elementary history or civics classes for tracing the development of self-government in America:

1. Find illustrative historical episodes for students to read.
2. Analyze the elements of self-government found in these episodes.
3. Have students report on life situations in which self-government is practiced (clubs, churches, town meetings).
4. Give students opportunities for applying the principles of self-government: in self-discipline; in the functioning of their own social group.

Use *Voices of Democracy*<sup>2</sup> as material for home-room and assembly speeches, recitations, readings, responsive readings, and contests.

<sup>2</sup>Bulletin 1941, No. 8, Office of Education, Federal Security Agency. Washington, U. S. Government Printing Office, 1941.

Use the four winning talks in the "I Speak for Democracy" contest to build up assembly programs. (Transcriptions may be borrowed from the Office of Education Transcript Exchange.)

## DEMOCRACY IN OUR TOWN



**PLAN PROJECTS** or study units on "Democracy in Our Town" and students share in it—town government, schools, courts, churches, families, recreation, transportation, social welfare agencies, etc.

Sponsor, in English, social studies, and history classes, student writing and illustrating of a pamphlet or notebook on "Our Community's Place in the Story of the Nation's Freedom."

Visit community water works, and the like, to study "How Our Town Protects Our Health."

Have students visit courts and organize "mock trials" as ways of learning the administration of justice in our democracy.

Organize in the upper elementary grades a study of Congress—its purposes, organization, development, and functioning—and take students to visit their State legislature, if possible, and/or town council.

At election time, have students study and discuss:

1. The citizens' responsibility to vote.
2. How citizens get information to help them choose candidates and make up their minds on public issues.
3. Differences between voting in our democracy and in other countries.

4. Proportion of citizens in our Nation and in other nations who vote in a general election.

5. The meaning, value, and responsibilities of free elections.

At the time of making income-tax returns, have students study:

1. The meaning of taxation—in our democracy; in other countries.

2. Do children and young people pay any taxes?

3. Community and government services citizens get for taxes—health facilities, police protection, mail delivery, etc.

4. What proportion of income is consumed by taxation in the U. S. A., U. S. S. R., Great Britain, etc.?

Take students on cooperatively planned field trips to observe soil erosion, depletion of forests and natural resources, or other evidence of waste, in order to gain an understanding of how the people of the world are dependent on natural resources.

Have social studies and English classes prepare for the student body a pamphlet on "These Are Your Duties as an American Citizen."

Build up the collection of school library materials on democracy.

## DEMOCRACY IN OUR SCHOOL



FOSTER STUDENT-FACULTY STUDY of what opportunities are provided in the curriculum to further student knowledge of American democracy. Evaluate the effectiveness of such instruction in terms of students' knowledge, attitudes, and practices.

Present as a pageant what your school does to respect and develop the individual—through health education, counseling service, and the general curriculum.

Initiate "Human Relation" projects in upper elementary or high-school social studies or English classes to help students discuss

and understand how to get along with people; what emotional attitudes are desirable in a democracy; how to handle their own emotions; how to help others.<sup>3</sup>

Have students plan, organize, and present a physical education demonstration showing how student leadership and group cooperation are used and developed.

Guide children to observe evidences of *variation* and *difference* among living things—plants, animals, and men—in order to build up a tolerance for and acceptance of difference as a normal thing.

Utilize radio workshops for writing and producing dramatic sketches, within the age-level experiences of individuals and groups participating, on the theme, "How Can I Practice Democracy in my Relations with Others?"

Give each person in the classroom assignments and special opportunities according to his ability so that he can participate successfully, grow in ability, and see his value as an individual in a democracy.

Guide students to recognize that decisions will usually be more strongly supported when they are arrived at through the full participation of the group, i. e., everybody is encouraged to express himself, to consider all viewpoints, and thereby have a better understanding and a willingness to abide by decisions:

1. Plan discussions so that conclusions are not reached until all views have been expressed and evaluated.
2. Have pupils act as discussion leaders so that they can have the experience of recognizing all viewpoints and helping to reach a conclusion concerning the problem confronting the group.

Help pupils to see that tasks are usually more effectively accomplished if each person contributes to making plans, accepts responsibility for carrying out these plans, and develops skills necessary to do his part of the work.

Help pupils to evaluate achievement in terms of progress made by individuals or the group rather than by comparison between individuals or groups.

<sup>3</sup>For one kind of lesson plan on human relations, see *Human Relations in the Classroom*, by H. Edmund Bullis and Emily E. O'Malley, Delaware State Society of Mental Hygiene, Wilmington 19, Del.

## WAYS TO PROMOTE DEMOCRATIC PRACTICES

### *In the School or College as a Whole*

Assist students in making a check list of democratic practices in your school or college which will enable them to check and evaluate their practices in the light of democratic principles.

Organize student forums on important international, national, State, and local issues. Include youth and adult clubs and organizations, and civics classes.

Arrange exchange assembly programs on democracy with nearby schools, choosing, if possible, schools whose students have different economic or ethnic backgrounds.

Plan a program of 4-minute talks by older students on "How Our School Works for Democracy," the best ones to be given at local movie theaters, before service clubs, on patriotic holidays, etc.

Stimulate students to present a series of talks in assembly on "Every Job in a Democracy Is Worth Doing—and Learning to Do Well."

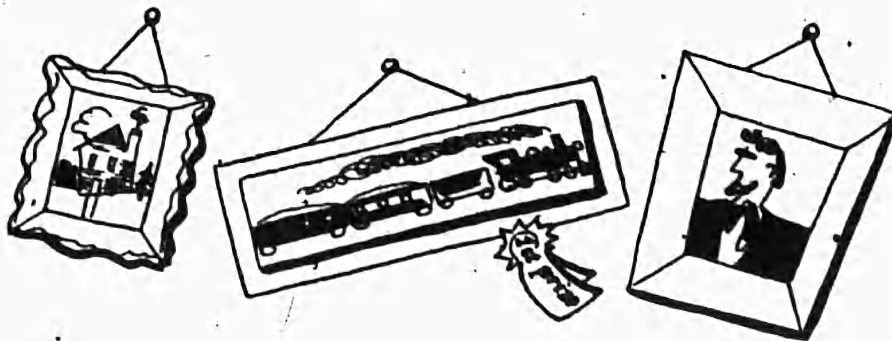
Stimulate student writing and production of dramatic sketches and debates on "Democracy in Our Home."

Have students write and act sketches on "Etiquette in Our Democracy"—how we behave to other people in a democracy.

Give vocational students actual practice in democratic procedures applied to life problems:

1. In trade and industrial courses, base the instruction on productive work to which are applied the standards and methods of industry.
2. In home economics courses, work on actual family situations, on home projects.
3. In agriculture, study and work on actual agricultural conditions.
4. In retail store training and trade and industrial education, utilize the facilities of business and industrial establishments.
5. In vocational distributive training, adopt conference methods to use each person's abilities, knowledge, and experience.





Have Art Departments conduct contests for students:

1. Poster contests, on such themes as "American Democracy at Work," "Freedom Is Our Heritage," "We Choose Freedom," "The Dignity of Labor in a Democracy."
2. Painting contests, on such themes as "Democratic Moments in American History," "Portrait of an American," "The American Scene."
3. Mural design contest, on such themes as "The American Way of Life," "American Democracy at Work."

Use community cooperation to foster the art contests:

1. Sponsorship by PTA's, Chamber of Commerce, unions, service clubs, and veterans' organizations, etc., that might arrange for prize awards—cash, books on democracy, or a trip to the National Capital.
2. Publicity for contests, step by step, by publicity committee of editors and radio people.
3. Display of prize-winning paintings in local stores, library, city hall, etc.; donation of prize-winning paintings to the school, library, city hall, or hospitals.

Ask English and public-speaking classes to prepare and present series of readings—fiction, poetry, biography, essays—which express beautifully and effectively everyday democratic living.

Stimulate college psychology classes to analyze and present in convocation talks, dramatic sketches, etc., the psychological bases of democracy—what drives and emotions it uses and appeals to, how it demands that people understand and respect each other and learn to get along with themselves and with others.

Have students choose and display within the homeroom and school posters, exhibits, clippings, and pictures that illustrate democracy at work.

Present in school assemblies songs from the musical heritage of America, such as "America the Beautiful," "America for Me,"

"Columbia, the Gem of the Ocean," "My Days Have Been so Wondrous Fair"; American folk tunes; patriotic airs; etc. Stimulate musical programs by glee clubs, choruses, bands, etc., presenting patriotic music.

Set up faculty and pupil participation programs using radio in regular school time and utilizing democratic methods of discussion of radio programs in the classroom.

Get students to arrange bulletin board groupings of pictures, including radio stars and network programs about democracy and education which may be provided by public relations departments of large radio chains as well as local stations.

Compile and issue reading lists on the subject of democracy for the various educational levels served by the school or college library.

Have English classes choose and exhibit with appropriate display techniques the books, periodicals, clippings, and other library materials which bear on democracy.

### ***In the Classroom***

Provide democratic group activities for all class members:

1. Use student-teacher planning of class activities.
2. Use student cooperative planning in class committees and activities.
3. Develop student cooperative evaluation of classroom activities.
4. Use home activities and parents' participation in long-time planning and for special unit organization.

Ask students to review and practice the proper ways for displaying the flag in each homeroom, and make the "Pledge of Allegiance to the Flag" more meaningful by singing it.

Have students write letters to their parents on:

1. What I Like About my Home.
2. What I Like About my School.
3. What I Like About my Country.

Use these letters to develop and produce cooperatively, with parents, teachers, and children, a pageant, an exhibit, or an assembly program on "We Live in the U. S. A."

Have students collect picture spreads, action sketches, and cartoons that illustrate phases of democratic living and supplement class work in American history or current events.

Plan discussions in junior and senior high school civics classes of how such problems as the following would be solved in a democracy and under a dictatorship:

1. Making the cafeteria an attractive place for school lunch.
2. Providing playground equipment.
3. Cheating.
4. Damage to school property.

Initiate projects in craft classes to make use of various American symbols, such as the Stars and Stripes, shields, and eagles, in creating block print designs, jewelry, woodwork, etc.

Plan, in vocational education, for democratic student participation in determining the content of courses:

1. In agricultural classes for veterans, young farmers, adult farmers.
2. In classes for department head supervisors and junior executives in business; share planning with employers, employees, and educators in democratic committees.
3. In home economics courses.

Provide homemaking experiences which will help pupils to develop social skills that are important in being accepted by their peer groups and adult groups:

1. Provide opportunities to try skills in social situations, such as school parties for own age groups, teas for mothers, picnics for new class members, luncheons for faculty.
2. Help pupils to improve personal appearance by providing experiences such as learning how to care for hair and skin, learning how to care for clothes, and learning how to select clothes to get their money's worth and keep within their budget.

Stimulate the study of the mechanics of human heredity and genetics, and their significance to a democracy that tries to use scientific knowledge in improving the health and development of its people.

Have each elementary school homeroom accept as sponsor for the day an outstanding American patriot, whose name will be the name of the homeroom for the day, and whose deeds can be explored and dramatized by the homeroom.

Ask each elementary school homeroom to develop a badge or lapel identification card—with individual's name, homeroom, name of patriotic sponsor, and list of democratic activities he shares: school clubs, community activities, church, etc.

### ***In Extracurricular Activities***

Organize a student-faculty cooperative group to produce a handbook on developing democratic habits in out-of-class activities in your school. Develop a citizenship rating device which might be used as part of the handbook.

Give elementary students experience in democratically organizing hobby clubs, student councils, citizenship clubs.

Foster high-school and college student government and student union programs for experience in democracy.

Cooperate with the U. S. National Student Association's study of student government and have your college students analyze how democratically their student government functions.

Stimulate student organizations to work out cooperatively a pamphlet on "How to Select Your Leaders."

Organize a ceremony or program to welcome students and other young people to citizenship when they reach voting age: welcome, instruction on registration, absentee voting, rights and duties of citizens, etc.

### ***Through Service Projects***

Encourage students to organize committees for needed school services:

1. Precautions for safety on playgrounds and on routes to and from school.
2. Assistance in school playground activities.
3. Help with the school library, bulletin boards, cafeteria, etc.
4. Cooperation with children's play school.

Plan activities which give opportunity for cooperative action:

1. Groups of students in homemaking classes plan to care for young children while mothers are attending classes for adults, PTA meetings, or community service projects.
2. Students in homemaking classes make plans together for refurbishing and rearranging the recreation center.
3. Students in meal preparation class plan together and carry out the activity of entertaining their mothers at a mother-daughter dinner.



Organize discussions and forums on "Why We Help Others"—studying local welfare programs, international relief programs, and their relation to American democracy.

Initiate student projects to cooperate with community agencies on civic services:

1. Recreation programs.
2. Clean-up-the-town programs.
3. Getting out voters.
4. Volunteer programs of social agencies.

Stimulate students to do community service work or enlist in summer work camps during their summer holidays—to make a contribution to their fellow citizens.

Organize cooperative school gardens to encourage students to work together, and to share our country's efforts to bolster our food supplies for national and international needs.

Initiate, as a phase of civic education, college student surveys of:

1. Community institutions and needs: mental hospitals, hospitals, orphanages, prisons, welfare agencies, etc.
2. What our college teaches us about democracy—in courses, extracurricular activities, etc.
3. How our college prepares us to be effective parents.
4. Job possibilities in our community and State.
5. Conserving our human resources.

Have students make bibliographies of books, pamphlets, and magazines and newspaper articles relating to democracy, for local newspaper and radio use.

### ***Through International Understanding***

Organize model United Nations meetings, at which students representing the various nations can dramatize the implications of democracy for international organization.

Study the United Nations Charter as the constitution of the world community of which we are citizens.

Study international agencies which affect Americans and illustrate the practical application of democracy on the international plane.

Have students make lists of strategic and critical resources (such as oil and rubber), and discuss their comparative availability at home and abroad, methods of meeting domestic requirements, and their relation to American foreign policy and problems.

Participate in the current Office of Education program of correspondence with German and Austrian young people, who are eager to know what American democracy means to us.

Encourage fraternities, sororities, and other organizations to entertain foreign students and discuss with them topics which are common problems in America and abroad.

Arrange programs of international music, art, etc., to foster international understanding.

*with  
community leaders  
and  
organizations*

## SCHOOL-FAMILY COOPERATION

VISIT FAMILIES of students—learn to know, respect, and cooperate with parents as individuals. Plan with them democratically how school work can be carried out in home practice.

Institute a survey to find out how the schools can serve families, and work with them democratically on such things as:

1. Evening activities in schools for the entire family.
2. Courses in modern developments in food, nutrition, child care, homemaking, etc., for wives and mothers.
3. Family counseling service.
4. Short courses on advancements of science that benefit citizens.

Encourage families to plan family good times together: picnics, trips, at-homes with neighbors, evenings of games and singing, radio listening, joint hobbies, etc.

Foster neighbor get-togethers and cooperative programs on neighborhood problems affecting all children:

1. Places for children to play.
2. How to obtain better movies or radio programs for children.
3. Hobby groups for children and parents.
4. Leaders for children's programs.

Stimulate family discussions on "Democracy in the Home," and how parents and children plan, spend, and save together.

Have parents meet at school with teachers and pupils to help plan the kinds of instruction which will best meet the needs of the pupils and their families in our democracy.

Discuss with students how they can help their parents in their homes, and their teachers in their school.

Guide students to see that parents and other adults have personalities which should be respected just as they themselves would wish to be respected; stimulate students to think of and do things to share their parents' interests and problems—such as getting seeds for the garden if their father or mother makes a hobby of gardening; driving the car to take them to club meetings; complimenting them on their new clothes.

Share with parents your teachers' knowledge and democratic techniques of how to evaluate children's problems, conflicts, achievements, and failure, wisely and constructively.

## HOW SCHOOLS CAN HELP THE COMMUNITY

Offer community agencies, service clubs, unions, etc., cooperation in planning programs and a speaker service on current problems of American democracy and community, national, and international problems.

Offer program consultation service to club leaders:

1. Provide leadership training in democratic discussion.
2. Help them put more educational vitamins into their programs.
3. Help organize film forums.
4. Find resource personnel.
5. Advise on how to improve their publicity methods.

Arrange for the entertainment in private homes of visiting foreign students and exchange teachers during their stay at local institutions, to give them an opportunity for first-hand glimpses of American family life and an understanding of this phase of the American way of life.

Organize public forums—sponsored by schools, churches, veterans' organizations, and other civic groups—on such issues as:

1. Civic responsibility, interpreted in its broadest sense to include the application of democracy in foreign policy, especially America's role in the United Nations.
2. What are the dangers to American democracy?
3. What can this community do to protect and strengthen the democratic way of life?
4. Advantages of American democracy over totalitarianism.



Stimulate community-school-college discussions of what citizens need to know about business economics for intelligent participation in the economic life of our country—such things as:

1. The American system of free enterprise.
2. Consumer demand and supply.
3. Sources of economic goods and services.
4. Government regulation and protection of business.
5. Contrasts of business in democracy and business under totalitarianism.
6. Legal rights and responsibilities of workers and management.

Start the organization in your town of a community-school study of conservation as a basic factor for the maintenance of American democracy. Include study, analyses, and possible programs of action, calling in specialists in agriculture, forestry, social agencies, etc., as well as students, teachers, and parents, to consider:

1. Our national resources, their value, and the problems of resource use.
2. Resource destruction and impairment.
3. The consequences of resource depletion—its dangers to American democracy.
4. The meaning of conservation, and how to further the concept of stewardship in the use of resources.
5. Personal responsibilities of citizens for conservation.
6. How to further community, State, regional, and national conservation projects.
7. How to produce self-disciplined individuals who will put public welfare above the desire for immediate self gains.

Organize a community-school-college committee to study the role of public opinion in our democracy:

1. The psychological factors in the formation of public opinion.
2. The function of mass media—newspapers, radio, and movies—in fashioning public opinion and in communicating it.
3. The problems of creating and sustaining a climate of opinion favorable to the security and advancement of American democracy.
4. What education—including community organizations as well as schools—can do about these problems.

Stimulate community agencies to produce a program or demonstration showing how, through democratic procedures, community resources may be pooled for more efficient, economical, and extended services.

Arrange for a community night sponsored by agencies serving children, to show dramatically (by displays, skits, posters, 4-minute talks, etc.) "What We Have Done Together This Year to Improve Conditions for Children in our Community."

Organize a Public Affairs Council of community agency representatives to plan an integrated community-school program to work on such things as:

1. How public schools in this community can help keep adults better informed on civic questions and public affairs.
2. How citizens can make the most of government service.

Work with service clubs and veterans' organizations developing cooperatively (with students) such projects for community betterment as:

1. A study of the local water supply.
2. Pasteurizing the town's milk.
3. A cooperative creamery, laundry plant, or frozen-food locker plant.

Stimulate parent-teacher study groups to discuss how we can attack the problems of undemocratic prejudices and discriminations that affect children in our homes, schools, communities.

Organize parent discussion groups in PTA's, churches, unions, or homes, on the principles of democracy which come closest to everyday family living, and practical ways in which both democracy and healthy child development can be furthered in the home:

Plan with your PTA the organization of child-study groups among new parents, with experienced parents as leaders or advisers.

Initiate a study of what services visiting nurses give to new parents, and how PTA can assist both nurses and parents.

Utilize the practical lessons of and work for democracy of the Junior Red Cross and other organizations that help students learn to work together and to do things for other people.

Cooperate in the scheduling of church and school activities so they do not conflict.

Organize a community forum to discuss the place of religious freedom in democracy and make students and the public aware that religious freedom comes from, in, and for democracy.

Invite members of the Chamber of Commerce and other local groups to give talks to schools and PTA's, publish articles, and broadcast forums on "Why Business in our Democracy Needs Educated Boys and Girls."

## HOW THE COMMUNITY CAN HELP THE SCHOOLS

Foster community discussion programs on the subject "Know Your School" or "Why Good Schools are Essential to Democracy"—to enlist civic interest, knowledge, and cooperation with the schools.<sup>4</sup>

Stimulate local groups to organize and publicize a study of how candidates for public office stand on questions affecting schools and young people.

Organize a cooperative community committee of all agencies engaged in adult education in your town or county, to see how they can work together to better civic education, through:

1. Developing good community leaders.
2. Using public forums and discussion groups.
3. Organizing Citizens Councils and block leader groups.
4. Training young adults for active participation in citizenship.
5. Organizing special observances of holidays to further democracy.

Stimulate your PTA to use letters written by children on "What I Like About my Home, School, or Country" for discussion and articles on "What Our Schools and Homes Mean to the Children in Our Town."

Invite Child Guidance Clinics and other welfare agencies to give speeches, publish articles, etc., that show the relation of their work to schools and to fostering democracy.

Make available to churches and church schools student and teacher speakers on "New Projects for Democracy in our Schools."

Ask local organizations to collect for use in school programs observing special holidays, assembly programs, and homeroom programs, the materials produced by nonschool organizations and agencies, such as the Society for Visual Education, Department of Agriculture, American Legion, Kiwanis, Boy Scouts.

<sup>4</sup>Use Office of Education leaflets—"Know Your Teacher, School Child, State Educational Program, Board of Education, Community." Washington, U. S. Government Printing Office, 1940.

Invite members of your local Bar Association or a leading judge to speak to students on "The Law and You"—what boys and girls need to know about laws; how laws protect them; good citizenship and obeying laws.

Get your local League of Women Voters, or similar organizations, to give talks to student-adult groups on how, in a democracy, public opinion operates to make people's desires known, and how legislative changes finally occur.

Invite labor unions to sponsor an essay contest on "What Our Schools Do for Our Town" or "Why Good Schools are Essential to Democracy," the winning essays to be read over the radio.

## USING THE NEWSPAPERS

Stimulate the writing and publishing of newspaper articles, feature stories, and letters to editors on school and college programs for democracy, on outstanding teachers, examples of good citizenship on the part of students, etc.

Provide newspapers (school, college, and local) with periodical reading lists and reviews for adults, of books, magazines, articles, and pamphlets on democracy.

Ask newspapers to work out with teachers and students and community organizations analyses of how their papers can be used in social science courses, adult education, club discussions.

Organize cooperatively with local newspapers a personal interview poll on specific aspects of democracy, to be conducted by select high-school senior or college students under the direction of social studies teachers. Use compiled data and illustrative answers (with "inquiring reporter" and "inquiring photographer" techniques) as the basis for news and radio stories. Repeat local polls as desirable to check sentiment on public issues.

Cooperate with your local Public Health Board on the publishing of articles on "Promoting the Health and Safety of Our Children."

Stimulate college and high-school newspapers to use democracy as a theme for their editorials, for yearbooks, for the school press association's platforms. Get news and feature editors to cover report, and build up all programs for democracy in student, faculty, or community activities. Permit homeroom agents to participate by serving as Minute Men to tell the student body the publication plans for sharing democracy programs. Have advertising man-

agers interest-advertisers to plug for democracy programs. Sponsor school rallies to tell the democracy program stories to parents and community.

## USING THE RADIO

Invite radio representatives to work with local school student committees and cooperate on the entire school and community projects to foster democracy.

Schedule speeches by leading educators on how citizens can cooperate with the schools, and help prepare students for citizenship.

Foster discussions on local radio stations of national and international problems, and how democracy can meet the inroads of communism.

Work for democracy through radio programs to educate the public on such problems as:

1. Improvement of tax-supported civic services.
2. Economic policies and practices that affect the welfare of large numbers of individuals in the community.

Arrange parent-teacher-student forums and round tables on subjects such as:

1. Democracy in Our Town.
2. Democracy in Our Home.
3. What Our Schools Do To Foster and Practice Democracy.
4. If You Went to School Today.

Offer student dramatizations of "Milestones in our Town's History."

Utilize radio scripts for broadcasts by your local high-school and college workshops, or by community organizations, and for classroom study. Broadcast radio recordings on democracy over local radio stations, in classrooms, or in public forums. The following scripts and recordings may be obtained from the Office of Education, Radio Division:

### *Scripts*

American Heritage  
Democracy in Action  
We've Got Something Here  
Lest We Forget . . . These  
Great Americans

These Are Americans  
Let's Play Fair  
The New Bill of Rights  
Democracy in Action  
Billy Penn Steps Out

## Recordings

Americans All—Immigrants All  
I'm an American  
Freedom's People

We Hold These Truths  
I Speak for Democracy

Dramatize for radio presentation school activities, such as a fifth-grade discussion on what democracy means to children.

Prepare material for listing on bulletin boards and in newspapers all programs relating to democracy and citizenship on local educational and commercial stations.

For news of current broadcasts, for use in schools and communities, get lists prepared each month by the FREC and published in *Scholastic Teacher*, *American Observer*, *Civic Leader*.

## USING THE MOVIES

Cooperate with the Motion Picture Council in your community to encourage the showing and reshewing of movies that stimulate an understanding and appreciation of American democracy.

Encourage local motion-picture theaters to hold Saturday morning showings for children; use feature films that dramatize American history and our democracy; enlist the cooperation of school and public libraries to provide follow-up reading materials.

Offer to show or to assist in showing educational films on democracy to at:

1. Local businessmen's clubs, women's clubs, PTA's, and other community groups.
2. Churches, especially youth groups.
3. Public libraries, especially for adult discussion forums.

Use an appropriate film as part of the school ceremony on patriotic holidays.

Apply to your University Film Library for lists of new films, or write to Visual Education, Office of Education, for a copy of a complete list of nontheatrical film libraries.

Using the high-school or college camera club, make a motion picture of democracy at work in your community.