passed for Grumpy any day? He was beaming. Then he began to speak while Peg listened weakly.

"All I have to say is this: If an activity of this sort will work in your school so successfully, it should work to some degree in my school. With you in our school system next year, we should learn much about progressive education."

With that he was gone. Peg sank weakly into the nearest chair. Did he mean that she had the job? Evidently, he did.

Slowly she said to herself, "The creative spirit is something more than a product in clay and canvas. It is dancing, rhythmic living, a laugh, a flash of the mind, strength of control, swiftness of action, an unwritten poem, a song without words. It is life adding its invisible cells to more and abundant life. It's my job to set this spirit free."

MARGARET PITTMAN

DEMOCRACY IN EDUCATION

A STATEMENT OF APPLICATIONS OF THE DEMOCRATIC CONCEPTION IN EDUCATION WITH SOME REMAINING GOALS TO BE ATTAINED AND DIFFICULTIES TO BE OVERCOME

UNIVERSAL education is a pretty large order. The ideal of educating all the children, even when stated in terms of the product wanted, leaves much of the outline to be filled in practically. During 300 years much has been settled, but much remains to be worked out. It goes without saying that the schools must themselves be democratic, for men do not "gather grapes of thorns nor figs of thistles." Democrats are not produced by autocratic institutions. Formal education in the schools should be but the beginning of a life of usefulness by each pupil. The practical shaping of popular education is difficult. Is America equal to the task so bravely and hopefully launched?

I. The Democratic Ideal Shapes Education

Government by the people has always been more of an ideal than a reality. Education of and for all the people has here been more nearly attained than elsewhere. Thomas Jefferson warmly sponsored the cause of the people both in government and in education, but examination of his plan for education in Virginia makes it clear that all the children of the poor, except one for each school, would grow up with only three short years in a one-teacher school. Even all but a few of the chosen poor were to be rejected as "rubbish" in another year or two. After America's 150 years of national existence, it is a truism to state the proposition that an educated electorate is the very cornerstone of any democratic structure. It also seems a sound proposal that educational procedures should be carried out through agencies that operate along democratic lines, by policies that contribute to turning out a democratic product. Some points related to the democratic ideal are here indicated.

1. Each person will have all the education he can get and take. The public will provide schooling for all, for as many years and along as many lines as practical. The cost is thought of as an investment, not just an expenditure. The individual will go through the school that is common for all as far as his ability will carry him, and along lines of preparation he can succeed at and later use, unless other forces require efforts along less useful lines. Only the factors of the public's ability to pay and the individual's ability to do the work will limit the extent of the educational enterprise, until the taking up of adult duties. With millions of adults unemployed, there is no great demand any more that youngsters begin work early. Even for employed adults, many part-time opportunities for practical or cultural education are possible. If education is the way of life for a nation, no program limited in time or offering will suffice.
2. The level of living forces education up. It is said that even people on relief in America have more to live on than the middle class of people in states of war-worn, war-threatened, tax-ridden Europe. The American laborer is the best paid and most independent in all the world. His children attend a public school, sometimes provided mainly by the concern that employs him. The person of small affairs in city or town, just the average citizen, employed or in business for himself, enjoys luxuries unheard of except in America. All the children attend the public schools together—those of town fathers, professional people, business leaders, clerks, laborers, people on relief. This is the leveling that comes with universal education. It takes place most vitally at the bottom, for the common people. The level can never be raised any other way. Some think it reduces correspondingly those formerly at the top of the heap, but this does not necessarily follow, probably does not. What most vigorously does take place is neither raising nor reducing people, but the changing to a common denominator of something that public education does to people. Former distinctions lose their force as education of all the people sets up new standards of values and new ways of thinking.

3. The people are partners in education. In a country committed to the principles that men have equal privileges in pursuing happiness and in enjoying liberty, there is a mutual concern that all contribute to the joint effort at uplift, share in the fruits of the joint effort, and prosper in turn, each somewhat in proportion to his share in working things out. The same principle works for education with the important added feature that all have the advantages, whether able or not to help much with the initial provision of facilities, seeing that those educated through effort or by pay of others will during their lifetime, recompense for their schooling as contributing members of society. If education is a necessary way of living, then none can fail to receive the benefits without loss for all. This is the basic reason for compulsory education and public support, even at the apparent cost of a certain kind of liberty. In this way democracy and education are inevitably linked together in America. For democracy to function, there must be education.

4. The schools are centers for democratic living. One really learns the things he does. He may do the things actually as a matter of experience or get it vicariously through the acts of another. Experience of some sort there must be for all learning. The major task of the schools is to produce citizens who have learned, whose ideals and actions contribute to better living for all. Experience in a democratic set-up of home and school and community is necessary to produce citizens devoted to democracy. The school must itself be democratic in organization and administration, as well as in the participation by all and the sharing of its benefits by all. The regimen of dictatorship, with the exclusiveness of cliques and with disorder growing out of carelessness or selfishness or indifference, has no place. Everyone must contribute and share in all benefits. Each is good to the extent that he does his part and gets what he can. It is a case of applying the old proverb: "Pretty is as pretty does." The force of public opinion, a sense of fairness existing in most youngsters, the counsel of wise and unselfish teachers, can make a genuine democracy of the school.

5. The present situation demands more efficient, faster moving education. The civilized world is divided into armed camps. Armament expenditures in many countries exceed the cost of education. In our own country the total this year for national defense is not so far below that for schools. The cost of one battleship, added to resources already available, would provide adequate schooling for a calendar year for every child, white and black, from kinder-
garten through university, in a block of states too poor to pay for schools. Ten millions unemployed with plenty of work needing to be done probably argues for different education as well as more. Labor disturbances with so many people wanting work may be the social cry for a better system of education that makes people able and willing to work. If education is as important as it seems to have become in America, then it is important to make a complete job of it in all parts of the nation. The kind should be that which increases enjoyment of liberty and pursuit of happiness. It might even promote a more perfect union among the states!

II. Some Indispensables in Education

By definite steps education has climbed during 300 years in America to what seems a sure footing. The people have a sort of blind faith in the efficacy of education, even if they feel no certainty about particulars. A philosophy of education is gradually evolving, to fit the newer psychology of human nature and learning in one direction, to harmonize with a conception of government by the consent and participation of citizens in another direction. The three forces of applied psychology, philosophy, and government tend to produce a pattern of democratic education peculiar to America, the American system. It seems we are entering upon an era in education when circumstances conspire, or forces converge, to bring about striking progress. Some of these factors can be noted.

1. Pupils are partners in their own education. If government is for and by consent of the governed, why not education in cooperation with those being educated? In this way the best effort at improvement can probably be secured. The time has passed when the chief recommendation for a bit of learning is that it must be hard or uninteresting. Very difficult things can be done through a child’s own efforts if there is enough value seen and felt to sustain interest as a means of keeping up effort. Pupils learn what they do, not the things they dawdle over or stumble through by a series of punishments as penalties or list of rewards as pay-offs. Human initiative for personal improvement can be enlisted at any stage of school life. Pupils must be enlisted in directing their own growth along all the needed lines. Education is something they get, not something teachers force upon them. They are ready to become full partners in planning, working out, interpreting, and applying their own education, under the leadership of teachers who are educated and interested in child development. There is no place for thinking or acting autocratically in a schoolroom, under present conceptions of child growth and government.

2. The ablest pupils will grow into leaders. Those children who have fine qualities of intellect and the traits of humanness, unselfishness, and interest in the welfare of others will naturally become the leaders of their fellows. Only those able and willing to put forth the effort may lead. This leadership will assert itself at school, both in classwork and room management, and will call for corresponding co-operation of other pupils who are glad to follow. Thus leaders and followers are developed by the same procedure, perhaps as many leaders as there are pupils who have leadership ability when there are proper efforts to distribute opportunities to lead. Even leaders at one time are followers at other times. Each does what he can, proves what he can by trial, when none are denied the chance to learn. Harmony in the group is developed and the foundations for citizenship are laid. There is not much place for demagogues in a generation of citizens well practiced in leading and following. Political charlatans will have little influence with millions upon millions of thinking, independent voters. Leaders will have to be worthy of their place as leaders. The rank and file will follow them or destroy them.
3. Teachers of ability and education must be had. It takes teachers of intelligence to teach bright children. No person of less than high average native ability should attempt to teach. A liberal education in all main fields of subject matter is needed, as well as some theory and much practice in working with children in the classroom situation. These three qualifications are indispensable in any teacher. In addition, every teacher must want to teach and be willing to do the work needed in leading, directing, and helping children. Children are entitled to good teachers and society can afford them for its children. Society owes nothing to teachers as such, but much to its children through teachers.

4. Character is a main item of any person's education. Anyone who has gone to school for an extended period should come out benefited in all the human qualities which enrich life. The schools should have an important part in character building by providing a wholesome living situation with ample opportunities for mutual helpfulness and co-operation. The lives of teachers and influential pupils should be ennobling. The practice of honesty, unselfishness, respect for property and the rights of others are within the school's range. The school may not entirely overcome the bad effects of other influences, but it should certainly tend to help children live better lives.

5. Organization of learning should be around living centers. Activities can have meaning only when they relate to living, within the pupils' range of experience. More activity and application can be made as learning takes place, for in this way school work takes on meaning and enlists the best efforts of children. School can be raised from the level of humdrum tasks, to be accomplished in a limping way against time and a series of penalties, to genuine undertakings conscientiously worked at. Youngsters can be enlisted as partners in their own education. Books become valuable as references, the means to realizing purposes through information and such basic skills as reading, number, drawing, construction. Enough is known about how children learn and the underlying purposes of education to guide educated teachers in working out any schoolroom situation on a basis of worth-while learning units.

III. Whither in Education?

Remarkable expansion of educational effort in America has taken place. Our college population is unparalleled in the history of this or any other country. The regular schools have extended outward to include all sorts of courses; and many types of technical or continuation schools, both for people of school age and past school age, have developed in large population centers. By way of downward extension kindergartens and nursery schools are more numerous than ever before, some of them on a relief basis, even. Further extension and experimentation give every promise of becoming more widespread.

Many problems arise in connection with such far-reaching effort to carry on the educational enterprise. Is the expected result worth the effort? Are we driving toward the right goals? Can the practical obstacles be overcome? Some angles of the total situation and some viewpoints which offer solution are stated in closing this discussion.

1. America is the hope of democracy. In this shaky world it seems to be democracy or dictatorship. The forces of radicalism and autocracy are up and at conservatism and truly representative government. The people of America have shown little tendency to stage uprisings. On the other hand, they show remarkable change of position on political issues and leaders, sometimes in four short years. Some people believe the essential prosperity, the privileges guaranteed in the Bill of Rights, and a benevolent government which caters to the common man with protection and legislated blessings in return for his vote
are the secrets of smooth going in this country. The ultimate hope is that the masses of the people may act intelligently in their own interest.

Education has a real part to perform in developing informed, thinking, not-too-selfish citizens. They must be prepared to make wise choices and stand upon them when issues are faced, even in the case of international trade and peace or war as overlapping issues. Education can do no less than carry a major part of the load in preserving democracy under the American set-up. The failure of America would be the failure of democracy and of education.

2. Can education be too practical? Many people feel that education is prevented by dollar-mark demands; others believe children play through the schools and get no substantial education; still others think schooling drifts toward mediocre standards —ordinary teachers, just average work pitched to the abilities of average children, with indifferent results forced upon brilliant children. Such a set-up fits fairly the middle group it is intended for; is not so far above the downright poor performers that they cannot be moved forward. The strongest pupils suffer for stimulating instruction under such an arrangement. On the other hand, some think the strongest will take care of themselves in any case.

Whatever the merits of these contentions, it certainly takes time for education to become a self-liquidating product that pays its own way. Only part of the results can ever be in dollars; the rest must be in human values and adjustment that transcend mere material blessings that money can buy. It will be a sad day for education if values are ever measured only in earning power. Educators have argued themselves into a real dilemma by placing money value on each day spent in school. On the other hand, the day of restricted education through a small hierarchy of disciplinary subjects seems to be gone forever.

3. Can the cost be borne? The increased cost of education is the cost of increased education. Citizens demand more and better education and the schools are trying to give it. Though the cost per child may be small, when that small amount is multiplied by the number of all the children, the total always seems stupendous. Yet, for the year ended the people of Virginia spent just about the same in state-operated ABC stores as for the public education of nearly a million young people. It seems there is no immediate danger of inability to pay for schooling among a people who can afford so much money for luxuries of such doubtful value.

In a recent article circulated nationally President Hutchins gives the arguments for federal support of education in the states. The rising cost of better education presents a real difficulty in the Southern States where children are most abundant, unless some of the national income can be used to educate all of "Uncle Sam's children." We seem to need a national viewpoint and method of attack to make popular education a reality in all parts of the nation.

4. Is time wasted on schooling? Some people believe too many hours a day are spent at school, that terms are too long, and too many years are used up on courses too long and too padded. This may be true in the upper schools, but a different viewpoint must enter into the public school picture. There is not any longer employment even for high school graduates. It seems well to keep young people in school until they can be employed, even if that is to age twenty and through junior college. Preparation for the complicated and specialized life of today must be along many and broad lines, both practical and cultural. Most fundamental of all, probably, is the basic nature of education as a contribution to growth, which calls for using all the years of rapid development for the directed ma-
turation wanted in a fine person. The chances are that more hours per day, for more weeks per year, for more years, will be spent on basic education of youth before employment or higher education.

5. Can teachers be supplied? One person in a hundred in America teaches. The number may not need to be greatly increased, but the quality of the people who teach needs to be much better, both as to education and personal fitness. Many people are under the impression that there is an oversupply of teachers. This is largely due to the slow-moving administrative machinery which has served to retain many teachers at any given time whose qualifications would not allow them to enter as beginners. There is no oversupply of educated teachers, when measured by any acceptable present standard, but many are allowed to hold on to their jobs because they started when standards were lower. If the teacher-preparing institutions produce at about the present rate, or a little faster, they may turn out enough educated teachers to staff the schools as replacements are needed by reason of death, age, or other reasons. Every extended study of supply and demand for teachers has shown this result. Improvement of teaching personnel must be gradual by placing well prepared beginners in all vacancies that develop. If there should be any considerable arbitrary cutting off of poorly prepared and superannuated teachers there would be acute shortage at once. Teachers can be prepared as needed if all existing facilities are used to maximum capacity.

6. A fine mingling of values is desired. Education can be both enjoyable and valuable. The practical is not opposed to the cultural. Much that is cultural can connect with many kinds of work. Only a warped philosophy and misconceived psychology make such separations. The beautiful may exist in natural ruggedness or in delicate slenderness and varied coloring artfully applied. It may be innocent of the handiwork of man or the result of his manipulation of machinery in products artificial in the extreme. Experiences do not have to be abstract or removed from the practical to be cultural, but they may be products derived from actual living with consumer value for the learner. With the breakdown of the old theories of mental discipline and transfer of training, there is no preferred subject matter for general education. Out of the many possibilities for learning, and the many things to learn, chances must be offered each group in its own location and each individual as he is. Variety, balance, interest, present need are vital considerations. A combination of the new and the old usually gets best results, if the old is not too worn and the new not too untried.

7. Education should be without propaganda. In America it is not the function of the schools to indoctrinate. Each individual is entitled to full information and freedom to think things out as he will. Through history and social functioning, attitudes toward the past and practices in the present grew up. On the other hand, democracy must not fail to teach its own merits. That can be done better as practice than as precept. A democratic school in which each youngster is a citizen-partner is a fine instrument for teaching the democratic ideal. The ideal must come in the long run, certainly and clear-cut, or the school fails as an instrument of democracy.

Teachers will have much to do with shaping ends. More of their influence will be through what they are and how they live with children than through all they may say. Group opinion is shaped by group action, and opinion in turn shapes action. They operate as an endless chain. People both learn what they do and do what they learn. The schools in this way become a real agency for the progressive uplift of each generation of citizens.

Paul Hounchell