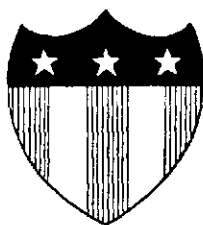


Learning the Ways of Democracy

A Case Book of Civic Education



Educational Policies Commission

*National Education Association of the United States
and the American Association of School Administrators
1201 Sixteenth Street, Northwest, Washington, D. C.*

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The illustrations are from various schools visited
by the staff during the field work. The end pa-
pers reproduce murals executed by students of
the Benjamin Franklin High School in New York
City for the school assembly-rooms.

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The field work on the project involving visits to ninety high schools in twenty-seven states was conducted from September 1939 to January 1940. The staff report was approved for publication by the Commission, after thorough discussion and revision, on May 13, 1940.

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Foreword

SINCE ITS ESTABLISHMENT, nearly five years ago, the Educational Policies Commission has made the improvement of education for democratic citizenship the central point of its work. An important part of this effort was a firsthand study of effective programs of civic education in a selected group of secondary schools. At this time, when the development of an active and intelligent loyalty to democracy is clearly the nation's supreme problem in education and in defense, the Commission is glad to be able to give this account of what good schools are doing to develop good American citizens and to present recommendations concerning the further improvement of citizenship education. Previous publications of the Commission provide the background; this study is pointed deliberately at *implementation* of the democratic way of life in and through our schools.

The reporting of specific projects in this volume does not involve an endorsement. Generally speaking, however, only those practices have been reported which show some promise of effectiveness. Citizenship education is in a period of growth and adaptation. The Commission, therefore, urges that specific procedures described in this report be applied in local circumstances with due regard to local needs and problems.

The schools of the United States should give effect to the promises of democracy; they also should explore the values of democracy, teach its processes, and establish habits and attitudes of citizenship consistent therewith. Thus the schools perform a function essential to the very existence of our democracy.