

SALISBURY STATE TEACHERS COLLEGE COMMENCEMENT EXERCISES

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Salisbury

WITHOUT question, persons who have completed successfully the prescribed course at this splendid institution deserve commendation and congratulation. Probably never before in the history of our Country has it been so important to have the teaching profession urged to assume leadership in the nation-wide effort to make abundantly clear the advantages of our way of life.

The policies recently enunciated by the Educational Policies Commission of the National Educational Association under the title of "Education and the Defense of American Democracy" place a definite responsibility for leadership upon schools and school systems. All of the specific proposals which have been made by this Commission and by other national agencies involve the task of cooperation and activity which makes demands upon the capacity and competence of all professional workers in schools. This cooperation and activity being proposed are directed to the general objective of engaging "all education and opinion-forming agencies in a unified program for the defense of Democracy, particularly as that program relates to improving the understanding of and quickening faith in the ideals upon which free self-government in America rests."

The United States is resolved to make itself strong in order to be prepared; first, to resist aggression; second, to help defeat the dictators; and, third, to insure our democratic freedoms. These defense aims are based upon principles which should determine the mess we use as well as the particular ends we seek. Especially do our beliefs about Democracy lie at the heart of our effort.

What are these beliefs, and how are they reflected in the organization of our educational programs? These are the hallmarks of democratic education as well stated by the Education Policies Commission in its publication "Learn the Way of Democracy"—

1. Democratic education seeks to provide equal opportunity for all, regardless of intelligence, race, religion, social status, economic condition, or vocational plans.
2. Democratic education has as its central purpose the welfare of all the people.
3. Democratic education respects the basic civil liberties in practice and clarifies their meaning through study.
4. Democratic education is concerned for the maintenance of those economic, political, and social conditions which are necessary for the enjoyment of liberty.