

5. Democratic education guarantees to all the members of the community the right to share in determining the purposes and policies of education.

6. Democratic education uses democratic methods in classroom, administration, and student activities.

7. Democratic education makes efficient use of personnel, teaching respect for competence in positions of responsibilities.

8. Democratic education teaches through experience that *every privilege entails* a corresponding duty, every authority a responsibility, every responsibility an accounting to the group which granted the privilege or authority.

9. Democratic education demonstrates that far-reaching changes, of both policies and procedures, can be carried out in orderly and peaceful fashion.

10. Democratic education liberates and uses the intelligence of all.

11. Democratic education equips citizens with the materials and knowledge needed for democratic efficiency.

12. Democratic education promotes loyalty to Democracy by stressing positive understanding and by summoning youth to service in a great cause.

Acceptance of these criteria of democratic heritage must make clear our rights and responsibilities as citizens, must develop an understanding of the social, economic, and political problems we face as a people. Important also is it that in the organization of the schools we practice the democratic principles we profess.

In the final analysis, democracy is a spirit, an attitude toward other human beings which is based on a respect for human personality and a belief in human intelligence. When school administration is infused with this spirit, it will find expression in school practice. Without it, no amount of organizational machinery will avail.

All of this represents a clear call to duty in your chosen profession. What we are really being challenged to accomplish is to improve and strengthen the quality of civic life in America through a community of action under the leadership and stimulus of public education. There can be no question that the quality of civic life in America will be best strengthened only as school administrators, teachers, and pupils, together with college and university faculties, educational and professional agencies, organized lay groups, and civic-minded individuals work cooperatively in all conceivable relationships.

So much for the task assigned. The blueprints are out and the drive is on. What of our professional competency for such an undertaking? To the extent that our objectives are immediate and pressing, in relation to the needs of national defense, we must stand or fall in terms of the capacities for leadership and cooperation now present within the profession. To achieve the best possible results we must not assume that capacities for such leadership and cooperating activities have been fully developed and are present within the active ranks of the profession in sufficient volume and quality to make their efforts count to the very fullest.

Certainly there can be cast no doubt upon the capacities or the professional skills of our teachers to rise to this emergency defense situation. There is a