

THE ROLE OF DEMOCRACY IN EDUCATION

In the United States, the word **supervisor**, is being changed to **consultant**, to indicate the newer relationship between teacher and supervisor which is that of partners and co-workers in a common enterprise. The degree to which the supervisor can get the goodwill of the teachers whom he supervises, the extent to which teachers have confidence in him, to that extent will a supervisor succeed. There is common feeling in the Philippines that the supervisor is a fault-finder. In fact, the word **supervisor** has been corrupted, and some people now use the word **snoopervisor**. The supervisor who is endowed with the gift of making teachers like him because they know that they can be helped by him is the supervisor who will succeed. If the supervisor-teacher relation does not make for mutual confidence and friendliness, much of the effectiveness of supervision is lost. It cannot be too much stressed that the supervisor must be human and humane.

Democracy is not merely a political concept nor a form of government it is a way of life.

The democratic way of life implies the following; (1) opportunity for everyone to develop and progress to the fullest extent possible in accordance with his capacities; (2) the burdens of life are shared by all in accordance with the relative strength of the individuals composing the group; (3) the members take personal interest in the welfare of each and every member of the group; (4) there is incessant search for truth, which alone can make people really free; people given access to a knowledge of truth and use that knowledge to shape public opinion and direct activities of the group; (5) common counsel is widely made use of to clarify issues and to promote the common welfare, the minority abiding by the decision of the majority.

The school system in a democratic society must implement these basic principles to the end that society will cherish these principles and actually practice the democratic way of life.

This implementation comprehends the curriculum, the learner, the teacher

and her methods, and administration and supervision of instruction.

The schools must teach the principles of democracy and of cooperative living. The learner must be provided with every opportunity to develop his individual personality and to learn his duties and responsibilities as a follower and as a potential leader. The learner must be provided with the opportunity to learn how to make personal adjustments in the environment in which he lives. He must be given the means of exploring his interests to the end that he will exploit them for the enrichment of his life and of society.

The teacher must help in the implementation of democracy by making her personality exemplify human and humane relationships with the learner and by relating learning to life.

Administrators and supervisors must likewise contribute to the democratization of education by dealing with teachers in such a way that the spirit of teamwork, of fellowship, and of mutual regard and understanding may be utilized to the full.

In essence, democracy and democratic relationships must permeate every aspect of education.

FOR MODERN OPTICAL NEEDS SEE **KEEPSAKE OPTICAL—80** Escolta