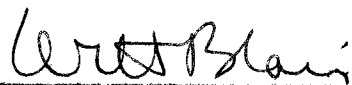


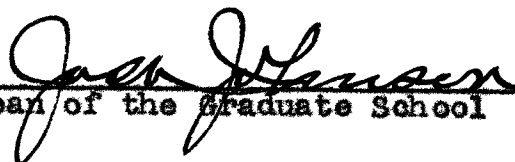
STATUS OF DEMOCRATIC PRACTICES IN TEN FIFTH GRADE  
GROUPS IN DENISON, TEXAS

APPROVED:

  
Major Professor

  
Minor Professor

  
Director of the Department of  
Education

  
Dean of the Graduate School

STATUS OF DEMOCRATIC PRACTICES IN TEN FIFTH GRADE  
GROUPS IN DENISON, TEXAS

THESIS

Presented to the Graduate Council of the  
North Texas State College in Partial  
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

179876  
Ethel L. Burris, B. A.

Denison, Texas

August, 1950

179876

TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	v
Chapter	
I. INTRODUCTION . . . . .	1
Statement of Problem	
The Significance of Democracy	
Source and Treatment of Data	
II. CRITERIA FOR EVALUATING DEMOCRATIC PRACTICES . . . . .	4
Introduction	
Cooperation	
Freedom	
Equality	
Initiative	
Participation	
Tolerance or Respecting the Rights of Others	
Flexibility	
Security	
Leadership	
Summary	
III. DEMOCRACY IN ADMINISTRATION . . . . .	22
Autocratic and Democratic Administrator	
Formulation and Adoption of School Policies	
Determination of Routine Procedures	
Summary	
IV. DEMOCRACY IN THE CONSTRUCTION OF THE CURRICULUM AND METHODS OF ADMINISTERING THE CURRICULUM . . . . .	40
Importance of the Curriculum	
Curriculum Construction	
Methods of Administering the Curriculum	
Summary	

Chapter	Page
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	65
Summary	
Conclusions	
Recommendations	
APPENDIX . . . . .	71
BIBLIOGRAPHY . . . . .	73

## LIST OF TABLES

Table	Page
1. Who Formulates the General Policies in Ten Fifth Grade Groups in Denison, Texas . . . . .	27
2. How New Policies Are Adopted in Ten Fifth Grade Groups in Denison, Texas . . . . .	29
3. Who Is Responsible for Formulating Standards of Behavior and Enforcement of These Standards in Ten Fifth Grade Groups in Denison, Texas .	30
4. Provision for In-Service Professional Growth of Teachers in Ten Fifth Grade Groups in Denison, Texas . . . . .	32
5. Person Deciding on the Promotion of Pupils in Ten Fifth Grade Groups in Denison, Texas .	33
6. Person Responsible for Planning the Testing Program in Ten Fifth Grade Groups in Denison, Texas . . . . .	34
7. Person or Persons Responsible for the Daily Schedule in Ten Fifth Grade Groups in Denison, Texas . . . . .	35
8. Person Responsible for Planning the Health and Lunch Programs in Ten Fifth Grade Groups in Denison, Texas . . . . .	37
9. Person or Persons Responsible for Selecting Library Material in Ten Fifth Grade Groups in Denison, Texas . . . . .	38
10. Person Responsible for Planning the Curriculum and When It Is Planned in Ten Fifth Grade Groups in Denison, Texas . . . . .	44
11. Curriculum Revision and Person Suggesting Changes in Ten Fifth Grade Groups in Denison, Texas . . . . .	45
12. How Content of the Curriculum Is Determined in Ten Fifth Grade Groups in Denison, Texas . . .	47

Table	Page
13. Provisions for Adequate Social Development of Children and Grade Placement of the Curriculum in Ten Fifth Grade Groups in Denison, Texas . . . . .	48
14. Methods of Reporting to Parents in Ten Fifth Grade Groups in Denison, Texas . . . . .	50
15. Real Emphasis in Teaching in Ten Fifth Grade Groups in Denison, Texas . . . . .	53
16. Are Pupils Permitted to Work in Groups and Is Free Communication Permitted in Ten Fifth Grade Groups . . . . .	55
17. Type of Assignments Given in Ten Fifth Grade Groups in Denison, Texas . . . . .	57
18. Extent Children Participate in Planning Activities in Ten Fifth Grade Groups in Denison, Texas . . . . .	58
19. Number and Kinds of Activities Used in Ten Fifth Grade Groups in Denison, Texas . . . . .	59
20. Number and Kinds of Field Trips Made in Ten Fifth Grade Groups in Denison, Texas . . . . .	60
21. Number and Kinds of Clubs Used in Ten Fifth Grade Groups in Denison, Texas . . . . .	62

## CHAPTER I

### INTRODUCTION

#### Statement of Problem

This is a study of the democratic practices in ten fifth grade groups of Denison, Texas, in administration, methods, and curriculum. The purpose of this study is three-fold:

1. To make criteria to be used in evaluating democratic action in the elementary schools.
2. To evaluate the democratic practices in ten fifth grade groups of Denison, Texas.
3. To offer recommendations for changes that could be made for the improvement of these groups.

#### The Significance of Democracy

To preserve and perpetuate the ideals and principles of democracy it is essential that they be understood.

There is no official definition of American democracy, but education has two major tasks in respect to it. The first is to bring--in citizens--an acceptance in mind and spirit of democracy's principles. The other--and more difficult--is to help people put these principles into specific practices applicable to everyday personal relationships and experiences.<sup>1</sup>

True application of democratic ideals results not from verbalization but from a feeling that comes from the heart.

---

<sup>1</sup> Office of Education, Federal Security Agency, Making Democracy Work and Grow, p. 2.

Among the rights and freedoms of an American teacher is his right to promote and imbue in the minds of youth the ideals and principles of American democracy.

Any consideration of a common democratic faith must of necessity begin with broad principles. A summarization includes the following:

1. American democracy rests on a deep conviction of the uniqueness, dignity, and worth of the individual person.

2. American democracy holds that government exists to promote the welfare of people, not to exploit people for government.

3. American democracy accepts and carries out the will of the people in the formulation of public policy.

4. American democracy recruits its leaders from all the people.

5. American democracy embodies the hard-won liberties of a free people in a written Constitution which guarantees the same rights for all.

6. American democracy confers no rights which impinge on the general welfare or disregard the equal rights of other persons.

7. American democracy with its attendant duties and responsibilities obligates every person to promote the general welfare.

8. American democracy can be secure only if an informed citizenry understands it, believes in it, and lives by it.<sup>2</sup>

People grow into democracy, and a school environment that facilitates this growth conditions the quality of the adult citizen. His performance becomes to a great extent the measure of the school's attainment.

#### Source and Treatment of Data

Information used in this study was obtained from selected articles from magazines and yearbooks, from books

---

<sup>2</sup>Office of Education, Federal Security Agency, How Democratic Is Your School?, p. 1.



written by authorities in the field of elementary education; and from interviews with principals and teachers of the ten fifth grade groups.

After reading numerous books and magazine articles on the subject, an attempt was made to evaluate fairly the information gained from the interviews and to complete it in such a way as to present a logical treatment of the subject.

In Chapter II the democratic principles for evaluating an elementary school are established. Chapter III deals with democracy in administration. Chapter IV concerns democracy in the curriculum. A summary of the problem, conclusions, and recommendations for improvement is presented in Chapter V.

## CHAPTER II

### CRITERIA FOR EVALUATING DEMOCRATIC PRACTICES

#### Introduction

Education is the development of those talents which an individual has and the gaining of new ones.

When we look deeply into the sources of influence that must administer, rule, and perpetuate our country, we discover that the education of all the people for their chosen work is not a question of choice--but an inevitable and inherent relation from which the citizen cannot escape. The Declaration of Independence is the greatest educational program ever presented in the world. Its own fundamentals depend upon universal intelligence and righteousness.<sup>1</sup>

Education is life; it is continuous. It is the process of interaction between an individual and his environment. Schools should be democratic communities wherein children live natural, democratic lives with their companions.

A democracy depends upon education as a means of perpetuating and improving itself. One of the aims of education is to combine knowledge with an ability to use it. The main pillars of democracy are intelligence and strength of character. In a democracy the government rests upon and is controlled by the people. Such a government cannot be efficient or even endure very long unless the people are well

---

<sup>1</sup>H. H. Cherry, Education: The Basis of Democracy, p. 111.

educated. "Ignorance and selfishness are two of the greatest obstacles to human progress."<sup>2</sup>

Selfishness disappears as one learns to love his fellow-man and becomes interested in his welfare. Education teaches one to look at both sides of a disputed question and to be tolerant of differences of opinion.

Education in America must be education for democracy. The schools can teach democracy only as they become democratic institutions operating upon the beliefs which are basic to democratic living.<sup>3</sup>

Education for democracy is more than a place in school for every child. The foundation of democracy is sincere respect for every individual and for his greatest development. It means participation and sharing by all members of a group in all choices and decisions that affect the welfare of the group. The teacher who truly respects his boys and girls will organize his teaching so that every pupil takes a responsible part in the life and work of the group. The democratic group is guided by the pooled intelligence of its members. In a democracy the school must teach children to think courageously and critically, while a dictatorship dare not let people think freely.

Undoubtedly, there will be disagreements; for such is the democratic way. However, through the give and take of discussion, there should emerge some common thought.<sup>4</sup>

---

<sup>2</sup>Statement by J. P. Webb, class lecture, summer, 1949.

<sup>3</sup>L. Thomas Hopkins, Interaction, The Democratic Process, p. 89.

<sup>4</sup>Ibid., p. 64.

Individuals cannot learn to be democratic by academic learning about democracy. A teacher who seeks to build and maintain a democratic classroom will find opportunities for developing cooperation and responsibility in his pupils in every phase of the day's work. The democratic teacher realizes that only through participation do children become thoughtful and responsible.

Democracy or dictatorship? This issue is before the people today. The American people are forced to re-examine the values and resources of our life. If one believes in the democratic way of life, what are the most effective methods? Schools must be probed by evaluation. It is the basic conviction that universal education is essential in a land in which final authority rests with the people themselves. In the past, schools have been autocratic in administration and curriculum. "The only kind of education consistent with the ideals of democracy is one which respects each child for what he is and for what he may become."<sup>5</sup>

Before a school can be judged as being democratic or autocratic, criteria must be set up for evaluating it. It must be decided which of several social policies are to claim allegiance. The American people have accepted the policy of continued striving toward the democratic ideal.

---

<sup>5</sup> John A. Hockett and E. W. Jacobson, Modern Practices in the Elementary School, p. 172.

It is therefore necessary that a general description of the democratic way of living be given.

### Cooperation

One of the outstanding characteristics of the democratic process is the emphasis placed upon cooperative social action. In a strict sense, cooperation means working together. A person cooperates with another when he works with him to achieve his purposes. This is a low type of cooperation. In this case the pupil may be working for the teacher instead of with him. Undesirable traits may result which will not bring about group unity.

The democratic conception places cooperation on a higher level than that usually found in practices in the general affairs of life or in the school.

The situation is studied by the group and the purposes are formulated by the members of the group working together. These purposes are achieved by everyone to the extent of his need or ability by many varied activities such as exploring, experimenting, interviewing, creating, sharing, listening, delegating, practicing, accepting, leading, and many others. The reason underlying democratic cooperation or working together rather than working for someone so that each individual attains a more desirable achievement or a more desirable progress in the good living now and in the future.<sup>6</sup>

The democratic conception of cooperation demands intelligent, voluntary cooperation. One is cooperating when he sees value in a thing and participates in doing it.

---

<sup>6</sup>Hopkins, op. cit., p. 6.

Intelligent cooperation is desirable planning by all concerned. Varied activities are used to put these plans into effect. Out of the results come new improved planning and actions. In cooperative planning the individual is not sacrificed for the group; he carries responsibility for the group achievement.

In the friendly classroom, pupils learn to work and play together and to find satisfaction in endeavors of cooperative nature. Democratic cooperation demands self-control and self-direction from each individual. "It is not enough that the members of a limited group be well-disposed and cooperative among themselves if they neglect to carry the same attitudes and conduct over to their dealings with others."<sup>7</sup>

In a modern society cooperation between persons and groups is necessary. There is no higher purpose than teaching a child to learn to work with others on democratic purposes. To form a social group, each one must take part in shared, cooperative endeavors, in which all work for the attainment of common goals.

#### Freedom

Freedom is attained by the formation of habits that enable people to live cooperatively with society. It cannot be given to anyone; it has to be earned. Freedom means the

---

<sup>7</sup>Hockett and Jacobson, op. cit., p. 41.

opportunity to participate in planning things that are within the experience or knowledge of the individual. One cannot do what he chooses without restraint, but must choose what will be right for society as well as for himself. Democracy gives the best type of control--self-control.

Freedom . . . is never permanently secured. By each successive generation it must be defended anew. Always its price remains eternal vigilance. Always its preservation demands faith and valor and sacrifice.<sup>8</sup>

"Freedom exists only where the people take care of it."<sup>9</sup>

Freedom is gained by the ability to behave properly toward life situations. Citizens of a democracy are guaranteed many freedoms but with each freedom there is a definite responsibility. Children should be taught to have responsibility very early. Individual freedom should be permitted whenever it can have no ill effect on society or the individual. "Children who persist in disrupting the order, comfort, and safety of the group must be excluded from the privileges which are granted to others until they realize that freedom always entails responsibility."<sup>10</sup>

Boys and girls should not have freedom in choosing their experiences simply because freedom is a desirable characteristic. Learning to evaluate and to carry out responsibilities can only be accomplished through the use of freedom.

---

<sup>8</sup>Cary B. Hyatt, The Gateway to Citizenship, p. 109.

<sup>9</sup>Ibid., p. 108.

<sup>10</sup>Hockett and Jacobson, op. cit., p. 24.

If a child is to develop a personality of his own he must be given a considerable degree of freedom. An integrated personality is one in which there is harmony or unity among all the various phases of the person's life. Children should be free to discover their own problems, plan solutions, and evaluate the results. Teacher-planning and teacher-assignments destroy creative ability and crush original thinking. Intelligent guidance by the teacher and freedom of selection by the pupil make a desirable combination in a democracy.

#### Equality

These famous words, "all men are created equal," are often taken to imply that people are endowed with certain traits and abilities. In America it is believed that all men are created equal in their rights before the law, regardless of differences in economic, political, or social standing. "Anyone who believes in democracy must necessarily believe also in equality for democracy guarantees that rights and opportunities accorded to one shall be accorded to all."<sup>11</sup>

The democratic ideal does not mean or signify that all people are identical or have the right to achieve uniformity. In reality, democracy would not be possible if all individuals were equal in all important characteristics. However, it is the democratic goal that all individuals be

---

<sup>11</sup>William F. Russell and Thomas H. Briggs, The Meaning of Democracy, p. 207.



given an equal opportunity for educational development. It is democracy's aim to give each individual an opportunity to make the most of his personality and to participate to the limit of his capacities in the development of society. A democracy can climb no higher than its individuals.

The democratic school system will provide every child an opportunity which that particular child can accept. Democracy does not make one child as good as another; it merely seeks to remove all artificial barriers and to assist every man to amount to as much as his ability, character, and industry permit.<sup>12</sup>

Equal educational opportunities do not mean the same kind of education, but the type of education along the lines of one's nature. Educational opportunities should be fitted to the different abilities and attitudes of the children. Each person should be guided to work toward that status which he can reasonably expect to attain.

#### Initiative

There can be no democracy if each individual does not have the right to help reach the decision by which he must abide. Democracy is a way of life that places great value on the individual. "Initiative is that priceless quality that causes one to undertake voluntarily a search for solutions to problems that confront him."<sup>13</sup>

Without initiative an individual is useless as a citizen of democracy. It is not easy to teach resourcefulness.

---

<sup>12</sup>Educational Policies Commission, The Purpose of Education in American Democracy, p. 25.

<sup>13</sup>Ibid., p. 33.

It is natural for an adult to think his judgment better than that of a child. The adult who crushes a pupil's new-born idea is weakening the child's confidence in his own judgment and is making the child less able to depend on his own resources. "A people whose resourcefulness and initiative are dead will turn to a dictator--a people characterized by initiative and resourcefulness will always resist a dictator."<sup>14</sup>

When a learner is challenged with many kinds of situations that call for initiative, his initiative can be developed. Page-by-page assignments do not exercise initiative. Libraries that are carefully selected furnish valuable material on a wide range of levels and will provide material for all abilities.

In the authoritative school system initiative is discouraged. Each child is to do as the teacher directs. He has no chance to go on his own. It is easier to develop a plan and use it day after day, thus developing a people who do not think for themselves. No school lacks the opportunity for creative expression. If the creative spirit prevails, ways and means of expression will be found.

Thinking prepares for action, gives new meaning to old facts, helps formulate beliefs, and affords enjoyment. It is the ability to reason which brings man far above the lower animals.<sup>15</sup>

---

<sup>14</sup>Ralph A. Brown and Kenneth C. Coulter, "Smothering Pupil Initiative," The School Review, III (May, 1944), 309.

<sup>15</sup>Floyd L. Ruch, Psychology and Life, p. 387.

Thinking eliminates many false steps, loss of time, and possible disaster. One of the great values of thinking is the recreation it affords. A mind well stocked with things to think about is of great value. Mental reviewing frequently leads into an analysis which contributes new meanings, and prepares for new action, or results in new beliefs.

An individual should have an opportunity to contribute and feel responsible in a democracy. The curriculum should enable a pupil to remain an integrated person. This type of learning builds the type of personality that makes for happiness and success.

Democracy is learned, not inherited. A democracy's strength is in its people, and the individual's strength lies in his ability to think and to put these thoughts into action.

#### Participation

Participation is the act of sharing something with others. Life is an active process. Democracy requires the fullest participation of its people. "You must cooperate and play your part if you are to give as well as to receive the benefits of a democracy."<sup>16</sup>

Participation gives the individual a feeling of belonging. With each contribution comes a deeper feeling of

---

<sup>16</sup>G. L. Blough and David S. Switzer, Fundamentals of Citizenship, p. 68.

security. In order to participate intelligently a person must have an understanding of why regulations are necessary. In a democratic school, the teacher leads through suggestion rather than commands. The ideal is that the child will learn not just specific skills, but principles and skills which he can use in all areas of living. A person is what he is because of what he does. Personality is a product of all that we have done. "Taken together, the qualities which we group under the term personality constitute most of the factors which determine the probable success and happiness of the individual, and the satisfaction of the people who come into contact with him."<sup>17</sup>

It must be emphasized that the self is not a single experience among the other experiences; it is the person with all of his experiences and activities viewed as a whole. Therefore, the school should give the child many and varied experiences built around his needs and interests.

A school should emphasize the relationship of the school to the community and individuals in general to society. A child should learn early in life that he has individual responsibilities as well as benefits from society. In fact it is essential that children learn that benefits come to them and to others because they have assumed their place in society. It is the duty of a school to give greater

---

<sup>17</sup>W. B. Pillsbury, The Fundamentals of Psychology, p. 612.

opportunities for participation because benefits in a democracy come through participation.

#### Tolerance or Respecting the Rights of Others

People have certain natural rights; these are the right to life, to work, and to have certain personal freedoms. American democracy was founded on faith in the abilities of the individual. The basis of all human rights is the respect for personality. "A child will not venture to express himself in new ways unless his efforts, crude though they may be, are respected."<sup>18</sup>

The foundation of real democracy is faith in the worth of each individual without regard to his origin or status in life. Life would be unbearable if all persons were exactly alike. School is the best place to develop a respect for the honest and sincere opinions of others. It should be recognized that some know more than others. This knowledge should be used. Children should be taught to abide by the rule of the majority and at the same time recognize the fact that the minority group has the right to work for the change of any decision. Any act should be first thought through to see if it interferes with the rights of others.

Tolerance recognizes the integrity of the individual. It must be recognized that others may have different opinions

---

<sup>18</sup>Hockett and Jacobson, op. cit., p. 182.

honestly formulated. Not only do citizens have rights and privileges in a democracy but they must grant these to others. To do this, each must cultivate a sense of tolerance and fair play.

### Flexibility

The curriculum must be flexible to provide for growth in a changing society. Success in social endeavor depends upon the dynamic quality of its citizens. Democracy's goal is to permit the individual to develop his own individuality and to achieve the greatest good for himself.

The curriculum must be as flexible as life and living. It cannot be made before hand by adults and given to pupils and teachers to install. It must be variable among groups in a school as well as groups in a city.<sup>19</sup>

Education must do more than pass on a cultural heritage of the past; it must serve as an agency for the reconstruction of the social order. Flexibility means that a belief or a method can be readily changed in the light of new evidence. Without flexibility, growth ceases. One valuable lesson of history is that people must adapt themselves to change because the needs of today are different from those of yesterday. As changes take place in life, people are called upon to make adjustments.

As these changes take place, adjustments should be made in the curriculum. These changes are a major objective in

---

<sup>19</sup>Murray J. Lee and Doris May Lee, The Child and His Curriculum, p. 64.

democracy. It is impossible to prepare a child for any definite set of conditions because of this change but day-by-day flexible planning will consider these changes.

Amendments in the curriculum are to be expected and welcomed. No two children are alike; they have different maturation rates, interests, capacities, and educational problems. A course of study, therefore, which states what all children shall study is certain to fail to meet the needs of many children.

#### Security

Security is a feeling that one has value, has a place in the world, and is loved. A feeling of security has a great part in determining one's success in life.

To be secure a child must feel that he has a reasonable chance to succeed, that he has friends, that there is a plan to his environment so that he can predict fairly well what is going to happen, how his reactions are going to be received and that there is at least one person on whom he can depend "to the last ditch."<sup>20</sup>

This feeling of security is immensely important for every child and it is the school's responsibility to give security to those who lack it in their out-of-school contacts. Self-confidence must be developed. Children should be guided in order that they may have a reasonable degree of success. To do work they are capable of doing gives a feeling of security. Security brings happiness; all

---

<sup>20</sup>Ibid., p. 83.

individuals desire happiness. A democracy places great value on the happiness of all individuals.

Happiness is an abiding contentment which comes from a complete and abundant life. It is a characteristic of a person who is adjusted and living a life that is satisfying. If children are given an environment in which they can express themselves and accomplish their own potentialities, society is meeting their basic needs.

#### Leadership

Democracy demands leadership. Leadership requires technical and social skill. The success of a leader will greatly depend upon his capacity to function as a friend. "Effective leadership is that kind of leadership which has sufficient group support within the limits of a particular situation to insure acceptance of decisions and act upon them."<sup>21</sup>

Effective leadership is achieved by the whole group having some part in making decisions and determining policies. This kind of leadership is distributed throughout the group rather than concentrated at the top. An intelligent member of society learns to respect the things for which he sees a need. He has a greater respect if he helps to plan for and evaluate these needs. The experience to be developed must be a whole life experience; it must be related

---

<sup>21</sup>Merle E. Borney, Friends and Leaders, p. 9.



to a child's experience and must be on the child's level if it is to have value for the child and society.

A leader must have much more than membership character in his group. He must be more than popular, more than a friend. He must not only respond to others; he must stimulate them. Socially secure persons possess the character and personality traits essential to democratic group leadership. The democratic leader abandons persuasion and participates in winning cooperation. He does not try to put a thing over but tries to get group participation.

In addition to the development of democratic attitudes and methods, training for leadership should include a thorough understanding of the importance of having people work and play together who are compatible in personality and temperament. Friendliness should be the characteristic response, not only of the leader toward the group, but of all group members toward each other.

In the final analysis, the effectiveness of the modern philosophy cannot be determined by the results that are accomplished now. Appreciations, understandings, beliefs and feelings which are difficult to measure are the most valuable of all the outcomes of modern education.

#### Summary

From the material reviewed the following democratic principles have been set up as criteria for evaluating

the degree of democracy in the fifth grade groups of Denison, Texas.

1. Democratic cooperation must exist among administrators, teachers, students, the home, and the community.

2. The school must provide for development of individual freedom of action of students and teachers so long as it does not harm themselves or others.

3. The democratic school system will provide every child an opportunity which that particular child can accept. The school should guide each child to work toward that status which he can reasonably expect to attain.

4. Initiative should be encouraged in all phases of the school life. The creative spirit should prevail. Opportunities for stimulating and developing creative ability exist in practically every aspect of the school program; the wise teacher will recognize and encourage desirable originality.

5. There must be group participation in all matters concerning the welfare of students and teachers.

6. Individual opinions must be respected. The school must respect the opinion of minority groups regardless of their origin and present status in life.

7. The policies, methods and curriculum of the school must be flexible in order to meet the needs of a democratic society.

8. The school should be a happy place for students, parents, teachers, and all concerned. The school environment should enable each individual to feel secure.

9. Leadership and authority increasingly reside in the group. The school should give every individual opportunity to learn to follow as well as to lead.

## CHAPTER III

### DEMOCRACY IN ADMINISTRATION

The purpose of this chapter is to present the compiled data on administration that were obtained from ten fifth grade groups of Denison, Texas. A copy of the interview sheets is included in the Appendix and reference to it will show the information sought.

An interview was obtained with the teachers of the ten fifth grade groups. This is considered a representative survey.

In order to evaluate the democratic practices in administration, one must consider what administration is.

Administration is merely the problem of managing an enterprise that desired purposes may be achieved. Every individual is an administrator in some way, since he has to share in the management of some enterprise of living. The great problem of the school is to aid individuals to grow in their ability to manage enterprises successfully, in other words to become better administrators.<sup>1</sup>

Desirable administration must be guided by clear purposes; it must use well-selected means for the achievement of these purposes. Selecting means and putting them into operation is usually called the executive aspect of administration.

---

<sup>1</sup>L. Thomas Hopkins, Interaction: The Democratic Process, p. 389.

The public school system should be organized in such a way that every member of the staff is called upon to make decisions of educational importance. Such a plan makes use of all members of the group. The administrator makes his contribution democratically, which means according to his ability and not autocratically. A high level of efficiency is maintained in schools where democratic administration has been practiced successfully. This efficiency comes as a result of utilizing the powers of each member. Responsibility is shared among administrators and teachers. The able administrator welcomes teacher suggestions and contributions. Democracy cannot be passed around; it must be a part of every worker. The administrative personnel is a human resource just the same as other individuals within or outside of the school system.

The methods used by the personnel to determine the purposes and procedures of administration become resources for learning for everyone affected just as truly as methods of teaching in a classroom are a resource for learning of pupils.<sup>2</sup>

The school is the training ground for successful living. The way in which the school is directed becomes ways of learning for all who are connected with it. Since administration is an instrument of learning, it must exemplify in its practices those democratic, interactive, integrating processes basic to the successful functioning of the total enterprise. This involves leadership as well as followship. Democratic

---

<sup>2</sup>ibid., p. 406.

leadership believes in a greater wisdom of the group than the individual. This leadership must be developed if children are to grow into socialized individuals.

The concept of school administration which now often operates in America is of both an authoritarian and a democratic nature. Koopman gives the following comparison of an autocratic and a democratic administration:

Koopman's Concept of an Autocratic and  
a Democratic Administrator

The Autocratic Administrator	The Democratic Administrator
1. Thinks he can sit by himself and see all angles of a problem.	1. Realizes the potential power in thirty or fifty brains.
2. Does not know how to use the experience of others.	2. Knows how to utilize that power.
3. Cannot bear to let any of the strings of management slip from his fingers.	3. Knows to delegate duties.
4. Is so tied to routine details that he seldom tackles his larger job.	4. Frees himself from routine details in order to turn his energy to creative leadership.
5. Is jealous of ideas. Reacts in one of several ways when some one else makes a proposal:	5. Is quick to recognize and praise an idea that comes from someone else.
a. Assumes that a suggestion implies a criticism and is offended.	
b. Kills a suggestion which does not at once strike him as excellent with a withering or sarcastic remark.	

- c. While seeming to reject it, neatly captures the idea and restates it as his own, giving no credit to the originator of the idea.
- |   |  |
|---|--|
| 6. Makes decisions that should have been made by the group.   | 6. Refers to the group all matters that concern the group.   |
| 7. Adopts a paternalistic attitude toward the group. "I know best."   | 7. Maintains the position of friendly helpful adviser both on personal and professional matters.   |
| 8. Expects hero-worship, giggles of delight at his attempts at humor, and so forth.   | 8. Wishes to be respected as a fair and just individual as he respects others.   |
| 9. Does not admit even to himself that he is autocratic.  | 9. Consciously practices democratic techniques.  |
| 10. Sacrifices everything, teachers, students, progress, to the end of a smooth-running system.   | 10. Is more concerned with the growth of individuals involved than with freedom from annoyances.   |
| 11. Is greedy for publicity.  | 11. Pushes others into the foreground so that they may taste success.  |
| 12. Gives to others as few opportunities for leadership as possible. Makes committee assignments, then outlines all duties and performs many of them himself. | 12. Believes that as many individuals as possible should have opportunities to take responsibility and exercise leadership. <sup>3</sup> |

Democratic administration is a cooperative undertaking in which everyone participates to the extent of his ability. It does not imply the elimination of designating responsibility and authority. Specific functions will be assigned

---

<sup>3</sup>G. R. Koopman, Alice Miel, and P. J. Misner, Democracy in School Administration, p. 15.

to the principal. Many details will be looked after by someone in order that the school will operate smoothly. Democratic administration bases itself on the belief that those who must abide by policies should participate in making them. It rests on the assumption that everyone must learn how to make policies cooperatively; otherwise, it is doomed.

Under authoritarian administration only the few who make the policies learn how to make them, while many who would be learning are denied this privilege. "The cause of democracy is won or lost with youth by the time they complete high school."<sup>4</sup> Thus the schools face the grave responsibility of aiding pupils to obtain a clearer insight into the democratic process, a firmer belief in its value and a much greater competence in its practice. Democratic living is next to impossible unless there is democratic living in the whole school. Whether the school is formal and out of date or dynamic and in harmony with modern educational theory depends to a great extent upon the quality of administrative leadership.

#### Formulation and Adoption of School Policies

Table 1 shows who is responsible for formulating the general policies of the school. In seven of the groups, or 70 per cent, the board of education and the superintendent are

---

<sup>4</sup>Murray J. Lee and Doris May Lee, The Child and His Curriculum, p. 13.



responsible for new policies. In two of the groups, the board of education and the principal participate; in one group, teachers are asked to help. The formulation of school policies should be a cooperative process capitalizing the intellectual resources of the entire staff. In democratic administration the teacher has a part in policy making.

TABLE 1

WHO FORMULATES THE GENERAL POLICIES OF TEN FIFTH GRADE GROUPS IN DENISON, TEXAS

General Policies Formulated by	Number	Percentage
Board of education and superintendent	7	70
Board of education and principal	2	20
Board of education, principal, and teachers	1	10

This procedure promotes efficiency through individual understanding of policies and through the acceptance of joint responsibility for carrying them into effect. It provides a democratic process through which growth in service is promoted and the school itself profits from the application of heightened morale and of group thinking on school problems.

Making policies is really defining purposes. Since education should aid each individual to develop his ability to act or think, everyone who is to increase his intelligence through the educative process must have an opportunity to share in the formulation of the purposes which give direction

to the educational system. When the opportunity is denied, the individual is compelled to accept purposes of others, thereby limiting his capacity to formulate them and decreasing his ability to develop more intelligent action. Policy forming should be an experience shared by all those who must live under such policies.

"Purposes evolve out of efforts to supply our needs."<sup>5</sup>

A group of individuals cannot take the purposes of others and discover its own needs. While the board of education and the superintendent are legally responsible for the formulation of policies, their chief duty is to keep open the channels of democratic interaction among individuals and groups of individuals so that intelligent purposes may emerge. Thus a board of education should form few if any policies itself; it should set an environment in which every member of the organization can participate in policy making, directly or through his representative. The power delegated to the board of education, the superintendent, and the principal is democratic, not autocratic.

Democracy in education means bringing the school work so that every school unit may expand, differentiate, and integrate within itself, yet through intelligent interaction, may become a functioning part of a larger unitary whole.<sup>6</sup>

Table 2 indicates how new policies are adopted. In six groups, or 60 per cent, new policies are put into effect

---

<sup>5</sup>Hopkins, op. cit., p. 408.

<sup>6</sup>Ibid., p. 406.

without a group discussion of them. In two of the groups, teacher committees are used to study problems. Major changes were made in only one school as a result of teachers' suggestions.

TABLE 2

HOW NEW POLICIES ARE ADOPTED IN TEN FIFTH GRADE GROUPS  
IN DENISON, TEXAS

Question	Yes		No	
	Num-ber	Per-cent-age	Num-ber	Per-cent-age
Are new policies put into effect without a group discussion?	6	60	4	40
Are teacher committees used to study problems?	2	20	8	80
Have any major changes been made in the school policies as a result of teachers' suggestions?	1	10	9	90

The teachers should have a part in determining any changes. Greater efficiency will result when teachers have a part in the adoption of new policies. A group must learn to think and act together in order to carry out any purposes or plans. The separation of planning and performance is a violation of democratic practice.

Table 3 shows who is responsible for the discipline of a group. In four, or 40 per cent, the rules of behavior are made by the principal. Principal and teachers participate

in four groups. In only two groups are the children asked to participate in the formulation of standards of behavior. This procedure shows an autocratic attitude on the part of principal and teachers. In four of the groups, or 40 per cent, punishment is set by the principal. The children have a part in this function in two of the groups. The principal administers punishment in one of the groups. Principal and teachers are responsible in nine, or 90 per cent. A teacher

TABLE 3

WHO IS RESPONSIBLE FOR STANDARDS OF BEHAVIOR  
AND THEIR ENFORCEMENT

Question	Principal		Principal Teacher		Students	
	Num-ber	Per-cent-age	Num-ber	Per-cent-age	Num-ber	Per-cent-age
Who makes the standards for directing pupil behavior?	4	40	4	40	2	20
Who decides on punishment when children fail to conform to accepted standards?	1	10	9	90	..	..

cannot intelligently enforce a rule when he does not know why the rule is made, nor can a child cooperate in standards of behavior in which he has had no part in formulating. When discipline is placed in the hands of a few, it is likely to be based upon fear and compulsion. When everyone who must

abide by a rule has a part in making it, the results will be superior to those of autocratic means.

To reverse the execution of policies for a special group of persons may mean that the democracy in the making of policies may be almost entirely eliminated in their execution.<sup>7</sup>

In only two of the groups do students participate in formulating standards of behavior. Pupil participation is usually thought of as belonging in the secondary schools, but it can be effectively used in the elementary school. Self-control is the highest type of control. Standards formulated by the group enlist cooperation and offer a challenge to worthy conduct, while imposed rules often provoke opposition.

The good disciplinarian gives children daily practice in self-control and responsibility and aids them in making wholesome and satisfying adjustments in the many social situations that continually arise in their school life.<sup>8</sup>

Penalties may produce conformity to dictated patterns of conduct but at best are only makeshifts. Failure to work for self-control is to deny children the opportunity to develop.

Table 4 reveals that in-service training is provided in only one group, or 10 per cent. Inadequate provision for in-service growth results in loss for the school in general.

---

<sup>7</sup>Ibid., p. 410.

<sup>8</sup>John A. Hockett and E. W. Jacobsen, Modern Practices in the Elementary School, p. 46.

TABLE 4

PROVISIONS FOR IN-SERVICE GROWTH OF TEACHERS IN TEN  
FIFTH GRADE GROUPS IN DENISON, TEXAS

Means of Providing In-Service Growth of Teachers	Number	Percentage
None . . . . .	2	20
Faculty meetings held regularly to discuss problems . . . . .	1	10
Supervisor . . . . .	7	70

"A major part of in-service training should lead toward helping individuals refine their process of cooperative interaction."<sup>9</sup>

The supervisor serves in seven groups, or 70 per cent, partially as a means for professional growth of teachers, but his chief duties are to interpret and aid in the carrying out of the school's policies to the teachers.

Every teacher should be given help in making a success in his vocation. This may come through the resource leaders in the school or leaders brought in from the outside. Administrators and supervisors need guidance in studying their professional problems as well as teachers. Redirection of teacher education is just as necessary as redirection for the elementary school, because teachers make school in the image of their professional outlook. No plan to improve the

---

<sup>9</sup>Hopkins, op. cit., p. 459.

school will be very successful if in-service training is not provided.

As shown in Table 4 nine of the persons interviewed stated that promotion is determined by the teacher with the aid of the principal in doubtful cases. In only one group does the principal assume equal responsibility with the teachers. The freedom that is essential in a democracy is given to the teachers in this practice. The teacher is in the key position to decide on promotions because he is more closely associated with the child, but the promotion problem is closely related to many phases of the school organization. Close cooperation with the principal is essential to success in classification of pupils, content of the curriculum, and methods of teaching. A school's policies for meeting individual needs is vitally connected with promotion practices.

TABLE 5

PERSON OR PERSONS RESPONSIBLE FOR PROMOTION IN TEN  
FIFTH GRADE GROUPS IN DENISON, TEXAS

Person or Persons Responsible for Promotion	Number	Percentage
Teacher and principal . . . . .	9	90
Principal . . . . .	1	10

In democratic administration close cooperation will be found between the teacher and the principal. Reference to

Table 5 will show that this cooperation exists in 90 per cent of the fifth grade groups in Denison, Texas.

The next question asked was: "Who plans the testing program?" Table 6 tabulates the responses to this question. In seven groups, or 70 per cent, the supervisor plans the testing program. Teachers are asked to make suggestions regarding this program from time to time. Principal and teacher are responsible in one group. Two groups reported that they have no organized testing program.

TABLE 6

PERSON RESPONSIBLE FOR THE TESTING PROGRAM IN TEN  
FIFTH GRADE GROUPS IN DENISON, TEXAS

Person Responsible for Testing Program	Number	Percentage
Supervisor . . . . .	7	70
Principal and teacher . . . . .	1	10
None . . . . .	2	20

When properly planned and executed, the testing program is of great importance. Democracy is not used to a great extent in this program. The testing program, in order to be effective, must be an over-all situation. Without well-constructed diagnostic and exercise material, teachers inevitably work somewhat in the dark and necessarily waste considerable time. When teachers have had no part in the



planning of a testing program, they feel insecure and see little if any purpose in it. If they are denied this part in planning, they are likely to give the tests, score them, file them away, and do no remedial work as a result of the tests.

#### Determination of Routine Procedures

Table 7 shows that principals, teachers, and students work together in seven of the groups in constructing the daily program. In this construction of the schedule, the freedom demanded by a democracy is given to each individual. In three groups, or 30 per cent, the children have no part in planning the program.

TABLE 7

PARTICIPATION IN CONSTRUCTION OF SCHEDULE IN TEN  
FIFTH GRADE GROUPS IN DENISON, TEXAS

Question	Principal and Teacher	
	Number	Percentage
Who is responsible for the daily schedule . . . . .	10	100

"The schedule is only an aid in providing the optimum learning aid."<sup>10</sup> The purpose of the daily schedule is to accomplish the necessary tasks as quickly and as orderly as possible. Use of school facilities should be planned co-operatively by principals and teachers in order that maximum

<sup>10</sup> Lee and Lee, op. cit., p. 227.

use may be made of them. After these routine matters are taken care of, the teacher and children should be free to plan their schedule. Flexibility and long blocks of time should be the keynote to the daily schedule. "The rigid schedule may prove to be the greatest interference in learning."<sup>11</sup> Flexibility means freedom to modify the plan according to the growing needs of children. This freedom is given to the majority of the groups in this study.

A small amount of democracy is shown in the lunch and health program as indicated in Table 8. The school nurse and the supervisor are responsible in 70 per cent of the groups for the health program. In three, the principal and the Parent-Teacher Association participate in this program, while the children do not take an active part in planning the health or lunch program in any of the groups. The school nurse and the supervisor are responsible for the health program in 80 per cent of the cases. In 20 per cent, principal and teachers are responsible.

The role of the teacher and the children is very important in any health or lunch program. There is probably a greater gulf between theory and practice of health in operation of the lunch program than in any other area of school practice. Many children have a greater need for a good lunch than they have for instruction in school subjects.

---

<sup>11</sup>Ibid., p. 227.

TABLE 8

PERSON RESPONSIBLE FOR PLANNING THE HEALTH AND THE  
LUNCH PROGRAM IN TEN FIFTH GRADE GROUPS  
IN DENISON, TEXAS

Person Responsible	Lunch Program		Health Program	
	Number	Percentage	Number	Percentage
School nurse and supervisor . . . . .	...	...	8	80
Principal and Parent-Teacher Association .	10	100	...	...
Principal and teachers . . . . .	...	...	2	20

"Good health is a matter of knowledge, cooperation, and habit."<sup>12</sup> Since each one faces a somewhat different problem of health, each will have to discover through experience what program to follow. There are certain general principles applicable to all programs. Every teacher should plan and follow a definite program of health that will insure a maximum of efficiency. When ready-made plans are given to a group, they do not have an opportunity to use much initiative. It is easy to teach a child how to do a particular thing when he is driven by a strong purpose to do it, Teaching him how to do it when he sees in it no relation to his own needs and interests is difficult and largely meaningless. The groups interviewed in this study are failing to give

<sup>12</sup> Hockett and Jacobson, op. cit., p. 301.

the children opportunity to learn democratic practices in the health and lunch program.

The data contained in Table 9 indicate a greater amount of democracy extended in the practice of selecting library material. In nine, or 90 per cent, library material is selected by students, teachers, and principal. The principal makes this selection in one group. The students and the teachers are in a better position to know the needs of the group than any other person; therefore, they should assume most of the responsibility in this function.

TABLE 9

PERSON OR PERSONS RESPONSIBLE FOR SELECTING LIBRARY  
MATERIAL IN TEN FIFTH GRADE GROUPS  
IN DENISON, TEXAS

Person or Persons Selecting Library Books	Number	Percentage
Students, teachers, and principal . . . . .	9	90
Principal . . . . .	1	10

School libraries are essential to good work. The students under the guidance of the teacher should assume the responsibility of selecting library material since they are the ones to benefit by this material.

The children in the elementary school may execute a policy of selecting the books for their classroom or their

school library rather than having it done for them by a committee of supervisors or the school librarian.

#### Summary

In this chapter data have been presented concerning democratic practices in administration in ten fifth grade groups in Denison, Texas.

The data reveal that there is no great amount of uniformity in the practices of the schools. There is enough flexibility in administration to allow for this freedom. Democratic practices are found because of this freedom given to the schools. It seems reasonable to conclude that the school system as a whole is doing relatively well in promoting the democratic way of life.

A greater amount of democracy was revealed in the construction of the daily program, promotion policies, and the selection of library materials than in any other piece of routine procedures.

## CHAPTER IV

### DEMOCRACY IN THE CONSTRUCTION OF THE CURRICULUM AND METHODS OF TEACHING

The previous chapter shows that the sharing of responsibility in administrative duties is essential in a democratic school. Chapter IV presents the data concerning the democratic practices used in constructing the curriculum and in methods used in administering the curriculum. The source of data for this chapter is the same as for Chapter III.

#### Curriculum Development as a Local Function

The curriculum is the most important aspect of the elementary school. It gives expression in concrete form to the educational theories and policies. The curriculum is the controlling force in determining the organization and administration of the elementary school. Otto says, "It represents all of the activities transpiring in school life through which a child learns."<sup>1</sup>

The curriculum of the school is determined by the philosophy of education.

A philosophy is a set of criticized values in life so organized as to facilitate making intelligent decision

---

<sup>1</sup>Henry J. Otto, Elementary School Organization and Administration, p. 62.

as to policy or conduct whenever there is a choice of values.<sup>2</sup>

There are two general ways by which a philosophy is derived. The first is by accepting unconsciously and uncritically what the environment has to offer in the way of beliefs, ideas, attitudes or modes of behavior. The second general way is by appraising the dominant beliefs, values, ideas, attitudes, and modes of behavior as they operate in the experiences of everyday life. A person who develops his philosophy under authoritarian control will generally have one of low quality since creative criticism through high cooperative interaction has not entered in the making of it.

A great problem for education is to appraise critically the traditional views and practices in the light of democratic principles of cooperative interaction.<sup>3</sup>

A philosophy can be used intelligently only when intelligence has played a major role in its formulation.

Philosophy has entered into every important decision that has ever been made about curriculum in the past and will continue to be the basis of every important decision in the future.<sup>4</sup>

There are two conflicting points of view about the curriculum. The curriculum of the traditional, autocratic school is subject-centered. It is planned and developed by well-trained educators. The traditional school is

---

<sup>2</sup>L. Thomas Hopkins, Interaction: The Democratic Process, p. 174.

<sup>3</sup>Ibid., p. 176.

<sup>4</sup>Ibid., p. 198.

isolated from the real living of children and the general life of the community.

In the more progressive school the curriculum is child-centered. Emphasis is centered upon the needs, interests, and abilities of the pupils. People who favor this type believe that knowledge, skills, and attitudes are more readily learned when they are directly related to the needs of the learner; they believe that teachers are capable of cooperating in curriculum development. This type of curriculum cannot be planned in advance, nor by a specialist who has limited contacts with the children because the child's needs and interests do not originate in the classroom. They are an outcome of his total environment.

Lee and Lee's guiding principles for the development of the curriculum in the elementary school are:

1. The curriculum is considered to be the actual experiences of each pupil which are affected by the school.

Experiences should be so selected and guided as:

2. To result in socialized human beings.
3. To give consideration to the health and physical development of children.
4. To make provision for the individual differences in children.
5. To meet the needs, purposes, and interests of children.
6. To be suitable to the maturation level of the child.
7. To be educative rather than mis-educative.
8. To enlarge the child's understanding of important concepts.
9. To aid in the development of new meanings and expand experiences through the utilization of previous meanings.
10. To develop new meanings through adaptation to the needs of the local community, utilization of



available local resources, compensation where possible for environmental situations.

11. To utilize some important aspect of thinking.
12. To make possible successful achievement by the child.<sup>5</sup>

A traditional school will not meet these criteria. The teacher in the progressive school must know children, subject matter, and the local environment in order to plan so that the greatest value is received. "Education within a democratic culture must provide for equality of individual opportunity in accord with inborn capacity."<sup>6</sup>

The approach to curriculum making should be upon the basis of an analysis of cultural needs, the nature of the child, and the nature of the learning process. The curriculum must be adjusted to the inborn capacity and maturation level of the individual.

#### Curriculum Construction

Table 10 shows who is responsible for planning the curriculum and when it is planned in the schools being studied. In six groups, or 60 per cent, it is planned by the principal, the teacher, and the students. Principal and teachers are responsible in 40 per cent of the groups. The curriculum is planned day by day in six groups. In four groups, or 40 per cent, it is planned in advance. "The curriculum is the product of the daily living together of pupils, teachers,

---

<sup>5</sup> J. Murray Lee and Doris May Lee, The Child and His Curriculum, p. 204.

<sup>6</sup> Arthur B. Moehlman, School Administration, p. 368.

and others. It is as good or as poor as the quality of that living."<sup>7</sup> Since the curriculum is those experiences which the school in any way affects, it is apparent that students and teachers hold first place in curriculum making. It is the teacher who interprets the curriculum to the children and if he has no part in its planning, it will not be very well understood.

TABLE 10

PERSON RESPONSIBLE FOR PLANNING THE CURRICULUM  
AND WHEN IT IS PLANNED IN TEN FIFTH GRADE  
GROUPS IN DENISON, TEXAS

Person Responsible When Planned	Number	Percentage
Principal, teachers, and students	6	60
Principal and teacher	4	40
Planned day by day	6	60
Planned in advance	4	40

An important position in curriculum construction is held by the principal. It is his duty to coordinate the work of the various groups, a task which he will be unable to perform if he does not have a broad view of the curriculum to the needs of each group.

The curriculum cannot be successfully planned in advance because the needs and interests of no two children will be

<sup>7</sup>Hopkins, op. cit., p. 323.

the same. This difference will be even greater in groups. The preparation of formal courses of study declines as the need for day-by-day planning is realized.

The curriculum of any school cannot remain the same and meet the needs of children. Each school has a duty to train children to successfully participate in social customs. This cannot be done in the traditional school. Table 11 reveals that only six schools revise their curriculum often while four make little or no revision. Wherever good teaching takes place, the curriculum is under constant revision. As shown in Table 11, the teacher and the students suggested change in four schools, while in two, or 20 per cent, the revision was suggested by the principal. The equal rights clause in the principles of democracy demands that all who are affected by the curriculum should have the privilege of suggesting change when they see a need for it.

TABLE 11

CURRICULUM REVISION AND PERSON SUGGESTING CHANGES  
IN TEN FIFTH GRADE GROUPS IN DENISON, TEXAS

Were Curriculum Revisions Made?				Who Suggested Change?			
Yes		No		Teachers and Students		Principal	
Num-ber	Per-cent-age	num-ber	Per-cent-age	Num-ber	Per-cent-age	Num-ber	Per-cent-age
6	60	4	40	4	40	2	20

"Course-of-study making does not constitute curriculum revision unless there are ensuing changes in the classroom practices of teachers."<sup>8</sup> The rapid changes in society make it impractical for the school to adhere to the same pattern year after year. A curriculum will not remain static if the staff is professionally alive. If pupil purposes, interest, and efforts are to be genuine, it is essential that pupils engage cooperatively with the teacher in planning and evaluating their activities. Thus curriculum revision is continuously under way. The fact that curriculum revision is a continuous process does not mean that it is a hit-and-miss proposition. Course-of-study writing should serve only as a periodic check-up of the objectives which enable one to view the program as a whole whereby continuous evaluation and revision may take place.

Table 12 reveals how the content of the curriculum is determined. Four groups, or 40 per cent, base the content of the curriculum on the needs and interests of the children, while four, or 40 per cent, base it on a combination of the two methods. Two groups are guided by the course of study.

The content of the curriculum should be secured from many sources. All types of experiences that will assist children in attaining the purposes of education should be included in the curriculum. Table 12 reveals that the curriculum is in need of adapting to the needs of children.

---

<sup>8</sup> Otto, op. cit., p. 85.

TABLE 12

HOW CONTENT OF THE CURRICULUM IS DETERMINED IN TEN  
FIFTH GRADE GROUPS IN DENISON, TEXAS

Question	Number	Percentage
Needs and interests of children . . .	4	40
Course of study . . . . .	2	20
Combination of the two . . . . .	4	40

A child who is doing what he is interested in will be happier, will learn more, and will be better adjusted.

Hopkins' criteria for selecting experiences of high educational quality are:

1. The experience must begin with and continue to grow out of the real felt needs of pupils.
2. The experience must be managed by all of the learners concerned--pupils, teachers, parents, and others--through a process of cooperative democratic interaction.
3. The experience must be unified through evolving purposes of pupils.
4. The experience must aid each individual to increase his powers to make intelligent choices
5. The experience must aid each individual to mature his experiences by making progressive improvements in the logic of such experiences.
6. The experience must increase the number and variety of interests which each individual consciously shares with others.
7. The experience must help each individual build new and refine old meanings.
8. The experience must offer opportunity for each individual to use an ever-increasing variety of resources for learning.
9. The experience must aid each individual to use a variety of learning activities compatible with the variety of resources.
10. The experiences must aid each individual creatively to reconstruct and expand his best past experience in the developing situation.

11. The experiences must have some dominating properties which characterize it as a whole and which usually give it a name.

12. The experience must close with a satisfactory emotional tone for each participant.<sup>9</sup>

As revealed in Table 13, seven of the persons interviewed thought the curriculum provided for adequate social development of the children, while three persons, or 30 per cent, thought it did not.

TABLE 13

PROVISIONS FOR ADEQUATE SOCIAL DEVELOPMENT OF CHILDREN  
IN GRADE PLACEMENT OF THE CURRICULUM IN TEN  
FIFTH GRADE GROUPS IN DENISON, TEXAS

Question	Yes		No	
	Number	Per-centage	Number	Per-centage
Is there adequate provision for social development? . .	7	70	3	30
Is content of the curriculum placed in the appropriate grade? . . . . .	6	60	4	40

Schools in the past contributed very little to social development. The curriculum should be so constructed as to develop in pupils social understanding. Responsibility, cooperation, consideration for others, and self-control are social ideas that will enable the child to be socially adjusted. It is a purpose of the curriculum to create an environment that will enable students to be socially adjusted.

<sup>9</sup>Hopkins, op. cit., p. 218.

This socializing function is not possible in an autocratic school.

Table 13 shows that six of the persons interviewed, or 60 per cent, believed that the content of the curriculum was placed in the appropriate grade. Four of the group did not think so. They thought that arithmetic and geography were too difficult for the children.

Grade placement is a major factor in determining children's success in the school, in conditioning the character and rate of educative growth, in teaching success, in determining the mental hygiene of the classroom, teacher-pupil relationship and methods of teaching.<sup>10</sup>

Grade placement is an issue that has been given inadequate consideration. All phases of the elementary school curriculum should be incorporated in the activities of every age group. It is not a question of whether some areas should be found only in some grades, or whether some field should be introduced in grade two, three, or four. The problem is to place appropriate material at each age level from all areas of the curriculum. Grade placement can never be a standardized process. The children in each school and their community should determine grade placement of materials.

Caswell and Campbell suggest these general guides for grade placement:

- (1) That general guides rather than specific prescriptions be provided for each grade, (2) that for each age or grade group there be provided a variety of

---

<sup>10</sup>Otto, op. cit., p. 109.

suitable matter and points of interest, (3) that the course of study provide for flexibility, and (4) that teachers be given many aids for developing the activities appropriate to the age group with which they are working.<sup>11</sup>

As revealed in Table 14, eight groups, or 80 per cent, report to parents by a combination of cards and conferences. Two groups, or 20 per cent, use cards only.

TABLE 14  
METHODS OF REPORTING TO PARENTS IN TEN FIFTH  
GRADE GROUPS IN DENISON, TEXAS

Question	Number	Percentage
Cards and conferences . . . . .	8	80
Cards . . . . .	2	20

The report card is the most commonly used means of informing parents of their children's achievement in school work. The use of the card alone is in line with the traditional program. Conferences with parents or letters to parents will give a better opportunity to acquaint the parents with the broader objectives of education which will result in a closer cooperation between the home and the school.

#### Methods of Administering the Curriculum

There is no one method that is good in all situations. A method that is adequate for today or for one child may be

---

<sup>11</sup>H. L. Caswell and D. S. Campbell, Curriculum Development, p. 332.



inadequate tomorrow or for another child. The telling of what, when, and how to teach violates the fundamental law of the natural world that experience moves forward from whole to parts. "There is no perfect way for all teachers, for all pupils, but there are principles applicable to all."<sup>12</sup>

There are two conflicting opinions in the matter of methods as in curriculum, the traditional and the progressive. Traditional opposition is given against newer practices. In the progressive school as much attention is given to the way children learn as to what they learn. A task may be learned in interesting ways or in ways that are dull. The interesting way makes children want to learn more. The progressive school wants to give each individual the joy of learning.

Progressive teaching is a process of inducing students to solve their own problems, while traditional methods attempt to pour a body of knowledge into each individual regardless of that individual's needs. Traditional schools attempt to pass on a cultural heritage while progressive ones stress the process of experiencing and discovering.

Schools that have an activity program are concerned with the tool subjects, such as arithmetic, reading, spelling, and writing; but, in addition to this, they are concerned with personality development, too. Children in the schools that have an activity program are doing the things that they

---

<sup>12</sup>Donald D. Durrell, Improvement of Basic Reading Abilities, p. 1.

will be doing throughout life; that is, solving problems by the best means available. In this way, they are making use of the knowledge they possess and securing additional knowledge when needed.

The newer educational practices aim at producing not walking encyclopedias but well-rounded personalities equipped with the skills and knowledge that they will need in life.<sup>13</sup>

In the newer school the content of education is integrated while in the traditional school the day is divided into a number of periods, each of which is devoted to some particular subject. The teaching in one subject is almost completely unrelated to the teaching of any other subject. Arithmetic, reading, and writing are tools used by the child in his adjustment to society. He can learn each separately, or he can learn them while working on a project.

Table 15 indicates where the real emphasis in teaching is placed. Eight groups, or 80 per cent, place the emphasis upon the child's individual needs, while two, or 20 per cent, emphasize the course of study. A great amount of democracy is practiced in this phase of curriculum.

Successful participation in social relations calls for attention to the activities through which children can acquire self-control, poise, techniques and understandings in group situations. These factors demand a change in teaching emphasis in the traditional schools.

---

<sup>13</sup> Progressive Education Association, New Methods Versus Old in American Education, p. 4.

TABLE 15  
 REAL EMPHASIS IN TEACHING IN TEN FIFTH GRADE  
 GROUPS IN DENISON, TEXAS

Real Emphasis in Teaching	Number	Percentage
Individual needs of children . . . . .	8	80
Course of study . . . . .	2	20

Regimentation is a constant peril to mass education. It persists to some extent even in the modern school in spite of the efforts of progressive teachers and administrators. Such regimentation is largely because of the predominance of large classes. Evidence is sometimes cited to show that education is just as effective in large classes as in small ones. Several errors may be made in the interpretation of such evidence. First, the conclusions are based on the results of tests which measure only some of the outcomes of education. Influences on personality adjustment, mental health, and character are usually ignored. Second, the teaching methods are kept exactly the same in order that class size should be the only variable. This fact eliminates the chief advantage of the small class, which is the possibility of using varied and less formal methods.

We should have small classes in order to meet the individual needs fully, to avoid the unwholesome effects of the formal and militaristic discipline that too often have been the direct outgrowths of mass education.<sup>14</sup>

---

<sup>14</sup> John A. Hockett and E. W. Jacobson, Modern Practices in the Elementary School, pp. 243-244.

Whether the class is large or small, any attempt to meet individual needs must take into account these fundamental facts and principles:

1. Each child is unique, with his own individual background, abilities, strengths, weakness, and needs.
2. Individual differences are priceless.
3. There are also characteristics common to all individuals.
4. Without participation in group life the individual is stunted.
5. In the public school every child belongs.<sup>15</sup>

It is recognized by authorities that meeting the needs of individuals while dealing with large groups is one of the teacher's greatest problems. These are some of the procedures which may be used effectively in large classes:

1. All pupils may do the same things at different rates, some doing a greater quality.
2. Some pupils may perform more difficult tasks than others, even if all are doing the same type of work.
3. All children in the group may undertake the same task, but with each going at it in his own way.
4. Each child in the group may do a different thing, in his own way, at his own rate, and on the level of his own ability.<sup>16</sup>

Individual differences are inevitable and invaluable. Every child should have an opportunity to persevere until his achievement in doing and thinking fills his need or tests his capacity. No teacher can satisfactorily check up on the quality of thinking of each child in a large group but the alert teacher will strive constantly for a better understanding of each pupil, using this insight gained through daily

---

<sup>15</sup>Ibid., pp. 244-245.

<sup>16</sup>Ibid., pp. 244-248.

contact, supplemented by contacts with the parents and by information in the available school and test records. By using this information he can provide for individual differences in many ways throughout the major part of the day.

As revealed in Table 16, children work in groups and are permitted free discussion in 100 per cent of the cases studied. Thus the value of group work and free discussion is recognized in all of the groups. Children need group experience in order to learn cooperative procedures.

TABLE 16

ARE CHILDREN PERMITTED TO WORK IN GROUPS AND IS FREE COMMUNICATION PERMITTED IN THE TEN FIFTH GRADE GROUPS IN DENISON, TEXAS

Question	Yes		No	
	Number	Per-centage	Number	Per-centage
Are children permitted to work in groups? . . . . .	10	100	...	...
Is free communication permitted among students? . .	10	100	...	...

Many times a child can explain something to another child much better than a teacher is able to do. If children are not allowed this privilege, they are taught to disregard appeals for help. Thus they are led to have a double standard of behavior. The democratic way of life assumes the right of free discussion; therefore, children should have an opportunity to plan and discuss things among themselves.

Education is a social process. An individual becomes a member of a group only as he actually participates in its purposes and responsibilities.

The conduct of the daily group life in the school and classroom offers the best of all possible opportunities for the actual practice of a high type of democratic citizenship.<sup>17</sup>

Whether one thinks of the individual or of society, he must recognize the importance of an educational program based upon mutual trust and respect among the pupils and between the teacher and pupils, invoking constant and willing cooperation, and providing opportunity for the assumption of responsibility by each member of the group. Such an environment does not just happen. It is the result of careful planning and administration by the teacher who enlists the cooperation of the pupils in the development of standards, in the care of the classroom, in determining routine procedures, and in all the other activities that make experiences of group living effective and satisfying.

Data in Table 17 give the responses to the question, "What type of assignments are made?" In five groups, or 50 per cent, page-by-page assignments are made each day. The same number of groups use assignment or job sheets in addition to page-by-page assignments.

Certain tool subjects, such as reading, writing, and spelling, are essential but all children should not be

---

<sup>17</sup>Ibid., p. 62.

expected to develop this ability at the same rate. Table 17 indicates that 50 per cent of the groups cling to the traditional point of view in the type of daily assignments.

TABLE 17  
TYPE OF ASSIGNMENTS GIVEN IN TEN FIFTH GRADE GROUPS  
IN DENISON, TEXAS

Type of Assignments	Number	Percentage
Page-by-page assignment and job sheets . . . . .	5	50
Page-by-page assignments from text . . . . .	5	50

Individual needs cannot be adequately met when page-by-page assignments are the regular procedure. Effective learning takes place only as the curriculum is adjusted to meet the needs, interests, and abilities of the individual child.

Table 18 indicates the extent students participate in the planning of classroom activities. In ten groups, or 100 per cent, the students help plan the classroom activities. The freedom that is essential in a democracy is given to these children. The school is permitting children to participate in matters concerning their welfare. From the very first day a child enters school, he should be learning to work out problems for himself. In this way he will learn the way in which plans for democratic living are derived. Activities should be teacher-pupil planned and then teacher guided.

TABLE 18

EXTENT CHILDREN PARTICIPATE IN PLANNING ACTIVITIES  
IN TEN FIFTH GRADE GROUPS IN DENISON, TEXAS

Question	Yes		No	
	Number	Per-centage	Number	Per-centage
Do students help plan class-room activities? . . . . .	10	100	...	...

A child cannot develop initiative, leadership, creativeness, and responsibility under a dictatorship. "Capacity for democratic living must be developed by living in a democracy."<sup>18</sup>

Data in Table 19 show the number and type of activities used in the fifth grade groups of Denison, Texas. Ten groups made booklets, nine used dramatizing, eight made excursions, nine constructed things, seven kept charts and records, five put on a radio program, three made a science corner, and one sponsored a wild flower show.

A variety of activities is used in the various groups. All activities undertaken should be the expression of the children's own purposes to learn. Activities should be dynamic and flexible. Their potentialities can be foreseen and provided for, but the actual development must be determined by the pupils and the teacher together if it is to

---

<sup>18</sup>F. G. Macomber, Guiding Child Development in the Elementary School, p. 314.



retain a lifelike challenge. Discipline is a by-product of purposeful activity.

TABLE 19  
NUMBER AND KINDS OF ACTIVITIES USED IN TEN  
FIFTH GRADE GROUPS IN DENISON, TEXAS

Name of Activity	Number	Percentage
Making booklets . . . . .	10	100
Dramatizing . . . . .	9	90
Constructing things . . . . .	9	90
Excursions . . . . .	8	80
Charts and records . . . . .	7	70
Radio program . . . . .	5	50
Science corner . . . . .	3	30
Wild flower show . . . . .	1	10

Whenever teachers fail to make use of intellectual craving for new experiences, and the muscular hunger for movement, two undesirable results follow. On one hand there is neglect of the very basis of education, and on the other, there is encouragement for these biological cravings to express themselves in ways that are unwholesome and that conflict with the school program.<sup>19</sup>

Extra-curricular activities afford opportunities for pupils to demonstrate initiative, leadership, self-expression, and good citizenship. Otto uses the term "co-curricular" in regard to school-sponsored child activities which require

<sup>19</sup>Hockett and Jacobson, op. cit., p. 201.

administrative provision and organization different from the more typical classroom activities.

As revealed in Table 20, field trips are made in ten groups, or 100 per cent of the schools. Here it is recognized that education can take place outside the classroom. Field trips have assumed a major role in the school's curriculum.

TABLE 20

NUMBER AND TYPE OF FIELD TRIPS MADE IN TEN FIFTH GRADE GROUPS IN DENISON, TEXAS

Are Field Trips Made?				Type of Trips		
Yes		No		Community Interest	Social Studies	Science
Number	Per-centage	Number	Per-centage			
10	100	...	...	10	6	5

Some values which may be gained from field trips are:

1. Journeys into the outside world stimulate and extend children's interests.
2. Educational journeys provide firsthand experiences.
3. Properly used, class trips eliminate the break between in-school and out-of-school life, thus increasing the continuity of the learning process.
4. Class trips provide noteworthy opportunities for training in citizenship.
5. Trips offer rare opportunities for growth of understanding between teacher and pupils.<sup>20</sup>

The school must make use of the environment beyond its walls if it succeeds in its function of education. If

<sup>20</sup> Ibid., pp. 131-135.

children are to take an active role in their community, they must grow continually in their understanding of the life which goes on around them, their relation to it, and its relation to the larger world. Boys and girls are vitally interested in the activities of their community. The school which follows up these interests provides a rich and varied curriculum which leads children to grow in the habits, attitudes and knowledge which they need in order to be good citizens, today as children and tomorrow as men and women.

"There is no better learning situation for children than personal experience in the company of a wise adult."<sup>21</sup> When well conducted, school journeys provide more learning situations than any other phase of the school program. Cooperation, leadership, and followership must all be practiced during a well-planned trip.

It is possible to take too many trips. Discriminating judgment is needed in deciding how many trips to make. A few carefully planned trips are better than many that do not make the most of their possibilities. However, some types of units require a larger number of trips than others. For instance, a class of retarded children demands a larger number of field trips. Teachers will find many opportunities in these school journeys for strengthening character and promoting social adjustments, as well as for building up backgrounds of understanding.

---

<sup>21</sup>Ibid., p. 131.

As revealed in Table 21, all groups have some kind of club. Eight schools, or 80 per cent, have Boy Scout organizations, seven have homeroom clubs, seven have Camp Fire organizations, two have 4-H clubs, and one has a safety club.

TABLE 21  
NUMBER AND KIND OF CLUBS IN TEN FIFTH GRADE GROUPS  
IN DENISON, TEXAS

Name of Club	Number	Percentage
Boy Scout . . . . .	8	80
Home Room . . . . .	7	70
Camp Fire . . . . .	7	70
4-H . . . . .	2	20
Safety . . . . .	1	10
Hobby . . . . .	1	10

Clubs are used for social purposes in the schools. Children get practice in making rules and developing responsibility in putting these rules into practice. In viewing the scope of these clubs in the elementary school (Table 21), one should keep in mind that their contribution to what the elementary school tries to do for pupils is just as real and just as important as the more formal study of subjects. They are not encroachments upon the "regular" program of the school.

The entire program of the school should be so conceived as an integrated variety of experiences, each of which has its peculiar contribution to make and deserves a place in the program in accordance with the value and relationship to the total on-going program for each group of children.<sup>22</sup>

It is essential that children participate cooperatively with the teacher in these social activities in order that they acquire understanding and competence in the democratic way of life. There are vital contributions in children's experiences to be made by parents when home and school work together in these clubs. Citizens of the community may contribute valuable ideas. Members of the administrative, supervisory, and special staff should have contributions to make. It is through such cooperative planning that an effective integration can be made of the purposes of education in American democracy.

#### Summary

The purpose of this chapter was to study the democratic practices in construction of the curriculum and methods of administering the curriculum.

Democracy is used to a great extent in the construction of the curriculum. It is believed that teachers and students are capable of participating actively in curriculum development when adequately stimulated and provided with competent leadership.

---

<sup>22</sup> Otto, op. cit., p. 273.

In methods of administering the curriculum, chief emphasis is placed on inducing self-activity among students and leading them to solve their own problems. There is a prominent view among teachers in the majority of the groups that content of education should be integrated and that the learner should be thought of as an integrated whole.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to determine the status of democratic practices in administration, construction of curriculum, and methods of teaching in ten fifth grade groups in Denison, Texas. Information used in this study was obtained from selected articles from magazines and yearbooks, from books written by authorities in the field of elementary education, and from interviews with principals and teachers of ten fifth grade groups.

In view of the data presented in Chapter III and Chapter IV, it seems reasonable to draw the conclusion that the school system as a whole is doing relatively well in promoting the democratic way of life. Although there is some indication that democracy is not so evident in some instances as it should be, the fact that groups are doing things in different ways indicates enough freedom for flexibility, a procedure which seems to be essential in a democracy. The interviews reveal that there is no great uniformity in the practices of the schools. There is enough flexibility in administration to allow for this freedom.

Democratic means are being used more extensively in the operation of the curriculum than in administration. On the basis of this study, this practice may be attributed largely to the fact that teachers are so busily engaged in the daily program they fail to cooperate and participate in formulation of policies as well as they might.

#### Conclusions

The above generalizations are based upon the following specific conclusions:

1. In the majority of the groups, teachers do not participate to a great extent in formulation or adoption of policies. Policies are put into effect without a group discussion of them in four, or 40 per cent, of the groups. The board of education is recognized as the final authority for adoption of school policies, not only because it possesses the legal right, but also because it is representative of a larger democracy than the professional staff. Within the professional group, however, the greatest possible participation and cooperation is desired and encouraged.

2. Two groups, or 20 per cent, practice student government. Teachers are expected to enforce rules of behavior in all of the groups but do not participate in formulating these rules of behavior in 40 per cent of the classes.

3. Leadership in in-service growth is provided by the services of a special supervisor in the majority of the groups.



4. Close cooperation is found between teachers and principals on promotion problems and in determining the daily program.

5. The testing program is planned by the supervisor in the majority of the groups. The supervisor and the school nurse are chiefly responsible for the health program in seven groups. Teachers participate in testing, health, and lunch programs through suggestions which they make from time to time. Two schools have no regular testing program.

6. Pupils, principals, and teachers plan the curriculum in 60 per cent of the classrooms. It is planned day by day by the same number of groups.

7. In four, or fewer than half of the groups, content of the curriculum is determined by the needs and interests of children. There is a combination of the course of study and needs of children in the same number of groups. Content of curriculum is based on the course of study in two groups.

8. The majority of teachers interviewed believe the curriculum provides for adequate social development of children, but they do not believe content of the curriculum is placed in the appropriate grade.

9. Teachers participate in selecting textbooks and supplies, revising the curriculum, and determining cooperatively the goals to be attained.

10. Students help plan classroom activities, work in groups, and communicate freely in all of the groups in this study.

11. Assignments are made page by page in half of the groups. Assignment cards or job sheets, planned by the teacher and the children, are used in addition to page-by-page assignments in the other half of the groups studied.

12. Eighty per cent of the teachers interviewed believe in placing strong emphasis on character development and citizenship and that the curriculum should be arranged to meet the individual needs of children. Twenty per cent of the teachers stated that they believe the state course of study should receive first consideration.

Field trips are made by all groups and each group sponsors a variety of clubs.

#### Recommendations

The following recommendations are based upon the conclusions listed above:

1. The schools must teach democracy if they are to serve one of their chief functions in American life. They can do this only as they become a democracy. They must exemplify democratic principles in their practices.

2. Each person concerned with the school should study the broad principles of democracy and use these as a guide in the administration of the school, construction of curriculum, and in methods of teaching.

3. Each person concerned with the school should critically examine his philosophy and discard any belief or beliefs that are out of harmony with the principles of democracy.

4. Means should be devised whereby every person engaged in the school enterprise--pupils, teachers, parents, supervisors, administrators, and others may take part in management by formulating purposes and by aiding in their execution.

5. More emphasis should be given to individual needs of youngsters.

6. The school staff and the public should be helped to recognize the fact that changing social conditions demand constant changes in policies, curriculum, and methods.

7. Principals and teachers should be alert and open-minded. Each should be helped to recognize the fact that others' opinions may be as honestly formed as his own, even though they differ from his own.

8. Provisions should be made for growth of teachers as well as for children.

9. The school was not conceived from the democratic point of view. Progress is slow; hence, it is unwise to attempt many changes at one time. To change from an autocratic to a democratic school requires time and favorable results should not be expected too soon.

10. Educators can remake the school into a democratic institution if they really want to do so. It will cost more in time and purposeful energy but it will lift individuals and even the national life into higher levels of integration. To do this is a privilege and a challenge which the American people have granted to the schools.

11. Administrators, principals, and teachers should be helped to recognize that the true substance of the concept of democracy is the hope of each individual for a richer and fuller life. The only kind of education consistent with this ideal is one which respects each child for what he is and for what he may become.

## APPENDIX

### INTERVIEW SHEET 1

#### Administration

1. Who formulates the general policies of the school?
2. Are new problems put into effect without a group discussion of them?
3. Are teachers' committees used to study problems?
4. Have any major changes in the school policies been made as a result of the teachers' suggestions?
5. Who makes the rules and regulations for directing and improving pupil behavior?
6. Who fixes punishment when pupils fail to conform to accepted standards?
7. Are faculty meetings held regularly?
8. Who makes the daily schedule?
9. Who plans and presides at faculty meetings?
10. Who decides on the promotion of pupils?
11. Who plans the health program for the schools?
12. Who plans the lunch program for the school?
13. Who plans the testing program?
14. Who selects the library material?
15. What provisions are made for in-service professional growth of teachers?

## INTERVIEW SHEET 2

## Curriculum

1. Who plans the curriculum for your school?
2. When is the curriculum planned?
3. Is the curriculum revised often?
4. Who revises the curriculum?
5. How is the content of the curriculum determined?
6. Does the curriculum provide for adequate social development of the children?
7. Is the content of the curriculum placed in the appropriate grade?
8. Who selects new teaching material?
9. Do students help plan classroom activities?
10. Where is the real emphasis in teaching?
11. How is pupil reporting done?
12. Are the pupils expected to follow the teacher's directing in solving their problems?
13. Are the children permitted to work in groups?
14. Is free communication among students permitted?
15. Are field trips made in your school?
16. What type of trips are made?
17. What activities are used in your school?
18. What clubs do you have in your school?

## BIBLIOGRAPHY

### Books

- Blough, G. L., and Switzer, Davis S., Fundamentals of Citizenship, Dallas, Laidlaw Brothers, Inc., 1948.
- Bomey, Merle E., Friends and Leaders, Austin, Hogg Foundation, 1949.
- Caswell, H. L., and Campbell, D. S., Curriculum Development in the Elementary School, Dallas, American Book Company, 1941.
- Cherry, H. H., Education: The Basis of Democracy, Dallas, D. C. Heath, 1926.
- Dewey, John, Democracy and Education, New York, The Macmillan Company, 1923.
- Durrell, Donald D., Improvement of Basic Reading Abilities, New York, World Book Company, 1940.
- Hockett, John A., and Jacobson, E. W., Modern Practices in the Elementary School, Boston, Ginn and Company, 1938.
- Hopkins, L. Thomas, Interaction, The Democratic Process, Boston, D. C. Heath and Company, 1941.
- Koopman, G. Robert, Meil, Alice, and Misner, Paul J., Democracy in School Administration, New York, D. Appleton-Century Company, 1943.
- Lee, J. Murray, and Lee, Doris May, The Child and His Curriculum, New York, D. Appleton-Century Company, 1940.
- Macomber, F. G., Guiding Child Development in the Elementary School, Dallas, American Book Company, 1941.
- Merriam, Charles E., What Is Democracy? Chicago, University of Chicago Press, 1941.
- Moehlman, A. B., School Administration, Boston, Houghton Mifflin Company, 1940.
- Otto, Henry J., Elementary School Organization and Administration, Chicago, D. Appleton-Century Company, 1944.

Pillsbury, W. B., The Fundamentals of Psychology, New York, The Macmillan Company, 1934.

Ruch, Floyd L., Psychology and Life, Chicago, Scott, Foresman and Company, 1948.

Russell, William F., and Briggs, Thomas H., The Meaning of Democracy, New York, The Macmillan Company, 1941.

#### Reports

Educational Policies Commission, The Purpose of Education in American Democracy, Washington, D. C., National Education Association of the United States and the American Association of School Administrators, 1938.

Hyatt, Cary B., The Gateway to Citizenship, Washington, D. C., Government Printing Office, 1943.

Office of Education, Federal Security Agency, How Democratic Is Your School? Washington, D. C., 1949.

Office of Education, Federal Security Agency, Making Democracy Work and Grow, Washington, D. C., 1949.

#### Articles

Brown, Ralph A., and Coulter, Kenneth C., "Smothering Pupil Initiative," The School Review, III (May, 1944), 309.