A COMPARATIVE STUDY OF PUPIL-TEACHER
RATINGS OF THE AMOUNT OF DEMOCRACY
PRACTICED IN THE WILLIAM JAMS
JUNIOR HIGH SCHOOL,
FORT WORTH, TEXAS

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By

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CHAPTER I

INTRODUCTION

Statement of the Problem

This study undertakes to measure by means of a questionnaire the spirit of democracy in the William James Junior High School of Fort Worth, Texas. The problem was the outgrowth of a personal interest in the boys and girls in the public schools of our nation and a feeling that strict application of the principles of democracy to school practices would result in happier school relationships. "The youth of today must face a far wider and more varied accumulation of life problems than ever before." ¹ Therefore it behooves the administrators and the teachers to determine the most democratic methods of organization, cooperation, and instruction and in their individual capacities and positions to employ these to their fullest possible extent in order that democracy's surest virtue, the preeminent worth of the individual, be realized more completely than ever before. This problem was chosen because upon us today as never before rests the challenge of directing our

¹William Bruce, Principles of Democratic Education, p. 45.
junior citizens in such a manner as to enable them to (1) understand the true meaning of democracy and (2) to participate in the functioning of this highly prized social order so that they may judge for themselves whether they prefer the democratic way of life to any other or whether they are willing to permit democracy to be replaced by a different social organization.

Limitation and Scope of This Study

This investigation was confined to the William James Junior High School in which the writer has spent a number of years. It is her intention to use the results of the findings in the organization and direction of her work in this same school in the future. No attempt was made to evaluate the democratic principles practiced in any other junior high school. Nor was any attempt made to evaluate the given school in any other respect. Since only one school is being evaluated in this respect, the writer does not plan to draw any general conclusions, as valid conclusions could result only from the correlation of a number of similar studies conducted in other schools. The questionnaires from which data were collected were submitted to a selected group of teachers, the principal, the vice principal, the secretary, and a representative cross section of the student body.
It is entirely possible that the data are inaccurate in some areas due to (1) the writer's inability to interpret accurately the ideals of democracy in a manner which parallels ideals of school life, (2) the immaturity of the judgments expressed by the pupils, (3) the possibility that the pupils chosen for the study failed to constitute a perfect cross section of the school population, and (4) the human element which can be construed as (a) the misinterpretation of the statement by the child and (b) the failure of the writer to understand the child's viewpoint in this interpretation.

The Situation

The junior high school under consideration is housed in a modern building which has (1) adequate classroom facilities, (2) a good library, properly arranged, comfortably situated, and well managed, (3) a gymnasium, (4) music rooms, (5) an auditorium, and (6) a modern school cafeteria. The school, situated on beautifully landscaped grounds, has play areas which have been properly arranged for games and drill space for the Reserve Officers Training Corps and the physical education classes. Located in a city with a population in excess of 177,000, this particular school is in a section which has for more than fifty years had a reputation for good schools. Within a
small area are to be found an elementary school accommodating grades one through six, the junior high school with grades seven, eight, and nine, the senior high school with grades, ten, eleven, and twelve, and a standard four-year college.

This particular junior high school receives pupils from three distinct types of communities. The majority of the pupils come from comfortable, middle class American homes in which fathers are business or professional men, government employees, railroad employees, or skilled workmen such as electricians, plumbers, radio technicians, brick or stone masons, or contractors, and where the mothers have leisure time for clubs, church work, and other cultural pursuits. About twenty per cent of the school population comes from one of the oldest and most crowded sections of the city, where some of the parents are engaged in buying and selling wood, driving trucks, working in laundries, cafes, sewing rooms, and doing other work of such a nature as to bring little money into the community. From this section large numbers of Works Progress Administration laborers are drawn.

The final and smallest group of the school population consists of those boys and girls who upon the completion of the seventh grade in their rural communities are sent into the city to complete their education. Children from one of
these rural areas belong to the average middle class financially as their fathers are government employees, while children from another of the areas are from homes of the lower income brackets. While it is true that the school has no children from the wealthy homes, it is fair to conclude that about seventy per cent of the pupils do come from homes where the average American standards of living prevail.

This school is located in the center of a business area, as the community was formerly an incorporated town of perhaps ten thousand people. Near the schools one finds a sub postal station, two flower shops, numerous grocery stores, two drug stores, several variety stores, one sewing machine shop, barbor shops, beauty salons, an electric shop, one dry goods store, dentists' offices, doctors' offices, many modern cleaning and dyeing establishments, a hardware store, a lumber yard, a print shop, an ice factory, an ice cream factory, a mattress factory, a broom and mop factory, a real estate office, a sub station of the public library, a shoe shop, numerous garages and service stations, music conservatories, several cafes and drive-in eating places, a fire station, and a funeral home. There are also several churches.

The cultural background of the community would be
considered average. A small per cent of the population consists of college-trained ministers, college instructors, lawyers, bankers, school teachers, school administrators, teachers of the fine arts, and people who follow other professions. The women are interested in social clubs, study clubs, Parent Teacher Associations, garden clubs, and church work. The men have their local branches of service clubs, such as the Civic League, the Lions' Club, the Young Men's Christian Association, and others. The religious temperature of the community is average or above.

Sources of Data

While the Cooperative Study of Secondary Schools did establish evaluative criteria for almost every phase of the school program, no methods by which the measurement of democratic practices could be accomplished were established. Therefore it became necessary to make a measuring stick, to find a common denominator which would work. In a general way this was accomplished by reading numerous discussions of the problems of democracy and evolving a set of criteria which would really measure the amount of democracy practiced or which would determine either the presence or the absence of these practices. The best sources of assistance were: Teachers and Cooperation, a monograph issued by the committee in charge of the yearbook
on cooperation and published by the Department of Supervisors and Directors of Instruction of the National Education Association, "A Creed for Democracy," which was set up by the faculty of Teachers College, Columbia University, and reported in the Journal of the National Education Association in October, 1940, "The Hallmarks of Democratic Education," taken from a new book issued by the Educational Policies Commission under the title Learning the Ways of Democracy: A Case Book of Civic Education, and the Constitution of the United States. Based upon materials found in these, a three-phase questionnaire was made. One phase purposes to measure definitely and specifically the reasons for cooperation as stated by the pupils and the teachers. Another phase purposes to determine the extent to which practices in definite areas are democratic, while the third and final phase attempts to discover either the presence or the absence of democratic behavior in certain areas.

Proposed Method of Treatment of Data

Since the data collected are of three types, one table measures the reasons for cooperation on six levels ranging from the lowest to the most democratic. The writer purposes to compare the pupil rating with the teacher rating, to determine the differences in ratings,
and to draw conclusions based upon the findings. As the second part of the questionnaire attempts to classify democratic practices on three levels, it is the purpose of the writer to tabulate these, to determine the differences in ratings given by the pupils and the teachers, and again to draw conclusions therefrom. Since the third part of the questionnaire attempts to discover the presence or the absence of democratic principles in other areas of school life, the writer again plans to use the methods above mentioned.

Related Studies

During the past decade there has been an overwhelming amount of work done in the field of evaluation. Many schools with alert superintendents and boards of education have conducted comprehensive evaluation programs using the evaluative criteria set up by the Cooperative Study of Secondary School Standards. These criteria purpose to measure the educational temperatures of various phases of the school by showing on the thermometer graphs the rating of the particular school in each of the areas measured. This thesis in no way attempts to make such an evaluation, and for that reason the studies based upon the evaluative criteria need not be reviewed. It would be more accurate to state that this piece of research was undertaken in an attempt to measure a spirit,
the presence of which will contribute to the success of the school and the absence of which will challenge the entire school personnel to a re-statement of the aims of present day education.

There are, however, two unpublished theses in the library of the North Texas State Teachers College which have investigated the applications of democracy in specific areas. The first is "A Study of Some Aspects of Homogeneous Grouping and Their Implications for Democracy" by Andrew B. Swenson. His problem is to determine the implications of certain aspects of homogeneous grouping for democracy. By means of questionnaires designed to evaluate the pupil's adjustment and to determine his socio-economic status he discovered that the pupils seemed to become more discontented as they remained in the school and concluded that homogeneous grouping violates the principles of democracy for the following reasons:

1. The stratification of intelligence quotients which appeared in the findings represents an unwarranted lack of consideration for the essential dignity of man. The implication exists that personality is cultivated on a differential rather than a fraternal basis. Hierarchies, always associated with despotisms, are incompatible with democracy, and therefore, since this stratification represents a type of hierarchy, there seems little reason to assume that this particular aspect of homogeneous grouping would serve a useful purpose in serving democracy.

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2. It has been observed that a continuation of the status quo is always fraught with danger for democracy. The fact being that there is a tendency for the higher ranked homogeneous group to be more in sympathy with the status quo in the school situation than their lower-ranked fellows, it logically follows that democracy is endangered insofar as grouping does contribute to an attitude of passive acceptance of things as they are.

3. The fact that the high eighth grade children, taken as a group, were found to be more dissatisfied than the low sixth grade children, taken as a group, cannot be credited, necessarily, to homogeneous grouping, for other factors may have had influence in this.

4. The lack of democracy obvious in the tendency on the part of the school to retain children from the higher socio-economic levels, while draining off from the bottom some from the lower socio-economic levels, need not be elaborated upon.

5. The fact that there is a rather striking tendency for homogeneous grouping of children on the basis of intelligence quotients and average academic achievement to result in fairly homogeneous groups with respect to socio-economic status is fraught with implications for democracy. It would seem that the tendency to segregate wealth from poverty has had a considerable share in the impasses with which democracy all over the world has been confronted during the past twenty years.

From these conclusions drawn by Swenson it does appear that the practice of homogeneous grouping does violate the principles of democracy in sufficient amount to justify a change of plan in grouping and the adoption of heterogeneous grouping.

In his study Mr. Swenson applied the principles of

democracy to only one practice, that of homogeneous grouping, and found the practice to be undemocratic. In the present study an attempt has been made to judge the entire school practice in the light of democratic principles and to distinguish between theory and practice.

Mrs. Janie Hopson Shands in her study, "The Application of Democratic Cooperative Procedures to the Administration of Curriculum Revision," states her problem thus:

The purpose of this study is two-fold: (1) to select procedures based on principles of cooperation implied in American democracy, and (2) to apply these democratic cooperative procedures to the administration of curriculum revision. 5

In her study she makes no attempt to apply the principles of democracy to any practice other than that of curriculum revision. She does apply her criteria to several schools. The present study considers only one school. Pertinent generalizations in the work by Mrs. Shands are:

1. Modern administrators acknowledge their acceptance of cooperation as an effective philosophy toward social progress in democracy.

2. The study recognizes the need for democratic techniques of cooperation to replace the traditional authoritarian procedures. 6


6Ibid., p. 181.
3. If pupils are to be educated for democracy and are to prefer democracy as a way of life, the schools which train them must embody this doctrine in every phase of their action.\textsuperscript{7}

If democracy is to grow, children at school must be given the opportunity to live in a democracy.

Definition of Terms

In the minds of most individuals the term democracy signifies a rather vague type of government in which the people have some voice. For the purpose of this thesis democracy is defined in several ways, all definitions combined forming a comprehensive idea of the ideal of democracy.

First it is defined in the terms of the assumptions upon which democracy rests. These are:

1. The essential dignity of man, the importance of protecting and cultivating his personality on a fraternal rather than a differential principle and the elimination of special privileges based upon unwarranted or exaggerated emphasis on the human differentials.

2. Confidence in a constant drive toward the perfectibility of mankind.

3. The assumptions that the gains of the commonwealth are essentially mass gains and should be diffused as promptly as possible throughout the community without too great delay or too wide a spread in differentials.

4. The desirability of popular decision in the last analysis on basic questions of social direction and policy, and of recognized procedures for the

\textsuperscript{7}\textit{Ibid.}, p. 179.
expression of such decisions and their validation in policy.

5. Confidence in the possibility of social change accomplished through the process of consent rather than by the method of violence.

In this thesis the word "democracy" also "implies that the social organization aims to widen continually the area of common interests shared by all the members of the group." 9

Democracy means that the social organization is concerned with the development of each individual - whether he be parent, teacher, or child - of the group and the activities which flow therefrom. 10

"A democracy is more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience." 11

"Democracy means self-government; self-government necessitates universal education, and universal education can only be accomplished by free public schools under the control of all the people." 12

Because to the writer the term democracy signifies a way of life which is based upon definite

8 Merriam, op. cit., p. 11.
9 Bruce, op. cit., p. 270.
10 Ibid., p. 120.
12 President Charles W. Dabney of the University of Cincinnati as quoted by Horace A. Hollister, The Administration of Education, p. 364.
principles that guarantee certain privileges, and which attempts certain definite functions, no single definition is all-comprehensive. Democracy is a form of social life based upon the principles involved in exercising proper consideration of others. To the writer this statement means that democracy derives its power from the consent of the governed, that it is established upon principles of freedom, equality, justice, and humanity, and that it attempts to protect the preeminent worth of the individual. A democracy guarantees to its people the right to life, liberty, and the pursuit of happiness. It also guarantees freedom of speech, freedom of the press, and freedom of assembly, subject to regulations compatible with acceptable standards of good citizenship. A democracy attempts through its system of public education to provide for its people the opportunity of developing to the greatest possible extent their abilities and capacities and of using these abilities and capacities in securing for themselves and their associates satisfactory social relationships.

To some persons the term curriculum refers to the selection, organization, and administration of definite subject matter areas in such a way as to satisfy some life objective.

"The curriculum should be a series of guided experiences so related and so arranged that what is
learned in one experience serves to enrich and to make more valuable the experiences that follow."^{13}

The writer defines curriculum as the sum total of all the experiences, planned or otherwise, which the child undergoes at school during the school day and uses the term in that sense in this study.

The problem of this thesis will be to determine whether or not the teachers and the pupils consider that the practices in operation in the school are democratic and to use the data secured as a basis for arriving at conclusions regarding school practices.

CHAPTER II

A STATEMENT OF CRITERIA FOR EVALUATING DEMOCRATIC PRINCIPLES OPERATIVE IN THE WILLIAM JAMES JUNIOR HIGH SCHOOL

The Search for Criteria

If we are to measure the amount of democracy existent in a given situation, and if we are to maintain a democracy against all the challenges of the new despotisms which are arising, we must have a clear-cut conception of the real meaning of democracy as well as instruments of precision with which to evaluate the situations. It is true that democracy is a way of life. Democracy has political, economic, social, and moral aspects as we see from the foregoing and the following definitions which will assist in giving us this desired clear-cut conception of the meaning of true democracy.

Democracy is a form of government through which the people rule and which guarantees the individual certain political and civil rights and liberties. When applied to all men, regardless of race, class, or religion, this is unquestionably a conception of true grandeur and must be included in any attempt to clarify the machinery of democracy. 1

1 "The Education of Free Men in a Democracy" from Educational Policies Commission, National Education Association of the United States and the American Association of School Administrators, p. 31.
A democratic order is marked by freedom of enterprise; every man is encouraged to follow the calling of his choice and is protected in the possession and enjoyment of the fruits of his labor. True democracy must rest upon economic foundations. Again, democracy is a society in which there is no permanent social stratification of the population. Democracy is a society in which the individual is of supreme importance. The individual in a democracy is unhampereed in his progress by race, class, or religious affiliation, and he is encouraged to realize his utmost possibilities.

To determine the presence or absence of any practice one needs recognized criteria the validity of which is unquestioned. Since the purpose of this investigation is to measure the practices in the given junior high school in the light of such criteria, the writer began the problem with a search for valid instruments.

In Teachers and Cooperation, "A Creed of Democracy," "The Hallmarks of Democratic Education," and the Constitution of the United States the general principles of democracy are clarified and classified. Upon the writer fell the responsibility of attempting to interpret these principles and to relate each to the school situation.

As no worth-while achievement can be accomplished without cooperation, the writer first attempted to find
a democratic measurement for cooperation. Consequently the principles set forth in Teachers and Cooperation were examined in the light of cooperation and its relation to democracy. Here are found six levels of cooperation ranging from the lowest possible form to the highest form. These levels are stated as follows:

1. Compulsion compelled by force and fear
2. Compromise accomplished through need or pressure
3. Exploitation accomplished through resorting to trickery
4. Bargaining actuated by desire for reward
5. Leadership motivated by a desire to be of service
6. Democracy accomplishment through a feeling of brotherhood.

With these as a basis the writer submitted to both teachers and pupils rating sheets which gave each person the privilege of stating on which level he believed the pupils in the school cooperated. The rating sheet is included in the Appendix.

For statements of democratic principles upon which to base criteria of democratic practices "A Creed of Democracy" and "The Hallmarks of Democratic Education"

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2Department of Supervisors and Directors of Instruction of the National Education Association, Teachers and Cooperation, November, 1937, p. 9.
were examined. From the following statements of these two instruments it will be seen that almost every statement can be translated into a criterion for in-school life.

While a few are seemingly incompatible with school practice, these do have analogies in school situations.

A Creed of Democracy

We believe in and will work for a democracy which:

1. Extends into every realm of human association.

2. Respects the personality of every individual, whatever his origin or present status.

3. Insures to all a sense of security.

4. Protects the weak and cares for the needy that they may maintain their self-respect.

5. Develops in all a sense of belonging.

6. Protects every individual against exploitation by special privilege or power.

7. Believes in improvability of all men.

8. Has for its social aim the maximum development of each individual.

9. Assumes that the maximum development possible to each individual is for the best interest of all.

10. Provides an opportunity for each and every individual to make the best of such natural gifts as he has and encourages him to do so.

11. Furnishes an environment in which every individual can be and is stimulated to exert himself to develop his own unique personality, limited only by the similar rights of others.

12. Assumes that adults are capable of being influenced by reason.
13. Appeals to reason rather than force to secure its ends.

14. Permits no armed force that is not under public control.

15. Implies that a person becomes free and effective by exercising self-restraint rather than by having restraint imposed upon him by external authority.

16. Imposes only such regulation as is judged by society to be necessary for safeguarding the rights of others.

17. Assumes that all persons have equal rights to life, liberty, and the pursuit of happiness.

18. Guarantees that rights and opportunities accorded to one shall be accorded to all.

19. Insures standards of living in which every individual can retain his own self-respect.

20. Does not tolerate an enduring social stratification based on birth, race, religion, or wealth, inherited or otherwise acquired.

21. Holds that government derives its powers solely from the consent of the governed.

22. Recognizes a desire on the part of people to govern themselves and a willingness to assume responsibility for doing so.

23. Tests the validity of government by its effort and success in promoting the welfare of human beings.

24. Lays on individuals an obligation to share actively and with informed intelligence in formulating general public policies.

25. Requires that the responsibilities and activities of citizens be generally held to be among the highest duties of man.

26. Holds that men deserve no better government than they exert themselves to obtain.
27. **Believes** that the decisions concerning public policies made by the pooled judgment of the maximum number of interested and informed individuals are in the long run the wisest.

28. **Weights** all votes equally.

29. **Has** faith that an individual grows best and most by actively and intelligently exercising his rights to share in making decisions on public policy.

30. **Permits, encourages,** and **facilitates** access to information necessary to the making of wise decisions on public policies.

31. **Provides** free education from the beginnings of formal schooling as long as it may be profitable to society for each industrious individual to continue.

32. **Attempts** a general diffusion among the people of the ideals, knowledge, standards of conduct, and spirit of fair play which promote a sense of equality.

33. **Permits** the unhampered expression of everyone's opinions on public policy.

34. **Guarantees** the right of free expression of opinions on all matters, subject to reasonable libel laws.

35. **Implies** that all who are bound by decisions of broad policy should have an opportunity to share in making them.

36. **Demands** that minorities live in accord with the decisions of the majority, but accords the right to agitate peacefully for the change of such decisions.

37. **Exercises** tolerance to others without sacrificing the strength of convictions favoring different notions and practices.

38. **Accepts** representative government as an economy necessitated by the size of the population.

39. **Delegates** responsibility to individuals chosen by the people for their peculiar competence in defined areas of action, but retains the right to withdraw this authority.
40. **Develops** a steadily increasing sense of obligation to a constantly enlarging social group.

41. **Induces** a willingness to sacrifice personal comforts for the recognized general welfare.

42. **Stimulates** a hope of constant betterment and provides means which the ambitious and earnest may use.

43. **Encourages** constant reappraisal of things as they are and stimulates a hope that leads to action for their betterment in the future.

44. **Uses** peaceful means for promoting and bringing about change.

45. **Holds** that the fundamental civil liberties may not be impaired even by majorities.

46. **Permits** unrestrained association and assembly for the promotion of public welfare by peaceful means.

47. **Recognizes** and protects the rights of individuals to associate themselves for the promotion of their own interest in any ways that are not incompatible with the general welfare.

48. **Grants** the rights to labor at work of one's own choosing, provided it does not interfere with the interests of society.

49. **Guarantees** the right to enjoy the fruits of one's honest labor, and to use them without molestation after paying a part proportionate to wealth or income to the cost of necessary government and general welfare.

50. **Encourages** individual initiative and private enterprise in so far as they are compatible with the public weal.

51. ** Maintains** human rights to be more important than property rights.

52. **So regulates** the natural resources of the country as to preserve them for the widest use for the welfare of all the people.
53. **Insures** freedom of government.

54. **Guarantees** a legal assumption of innocence until proof of guilt, definite charges before arrest and detention, and open and speedy trial by peers, with protection of rights by the court and by competent council.

55. **Guarantees** freedom from persecution by those in authority.

56. **Provides** that no individual be deprived of life, liberty, or property without due process by law.

57. **Permits** worship according to dictates of one's conscience.

58. **Separates** state and church.

59. **Provides** such security, freedom, opportunity, and justice for all its members that they will be qualified and ready if circumstances require, to sacrifice in defense of its way of life.

60. **Renews** its strength by continued education as to its meanings and purposes. 3

Very pertinent to in-school experiences of the boys and girls are the statements that democracy will endeavor to extend into every realm of human association. Democracy will try to take its place in the home, the school, the community, the church, and the various organizations. In many homes no democracy exists because the father assumes the patriarchal role, or the mother is the tyrant who refuses to permit her children to grow up. The school then

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3 The Faculty of Teachers College, Columbia University, New York, "A Creed of Democracy," National Education Association Journal, XXIX (October, 1940), 194-196.
is the next best place for the practice of democracy. Pupils do learn to live in a democracy through participation in democratic living.

That democracy which respects the personality of the individual, which insures to all a sense of security, which protects the weak and so cares for the needy that they maintain their self-respect, which develops in all a sense of belonging and which protects the individual against exploitation has laid the foundations for a government of the people, by the people, for the people. Such a government provides a form of free education which will enable the individual to develop to the utmost his peculiar ability. Such a form of government is the responsibility of the entire citizenship. The school is confronted with the necessity of establishing, perfecting, and perpetuating a spirit of democracy which will never die, but which will interpret to the fullest possible extent respect for the individual, direction through reason, freedom from persecution, and a steadily increasing sense of obligation to a social group which is growing constantly.

Upon looking for an instrument with which to compare the principles set forth in "A Creed of Democracy" the writer decided that "The Hallmarks of Democratic Education" might serve. These principles stated briefly follow:
The Hallmarks of Democratic Education

1. Democratic education has as its central purpose the welfare of all the people.

2. Democratic education serves each individual with justice, seeking to provide equal educational opportunity for all, regardless of intelligence, race, religion, social status, economic condition, or vocational plans.

3. Democratic education respects the basic civil liberties in practice and clarifies this meaning through study.

4. Democratic education is concerned for the maintenance of those economic, political, and social conditions which are necessary for the enjoyment of liberty.

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

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

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

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

9. Democratic education demonstrates that far-reaching changes, of both policies and procedures, can be carried out in orderly and peaceful fashion, when the decisions to make the changes have been reached by democratic means.

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

11. Democratic education equips citizens with the materials of knowledge needed for democratic efficiency.
Democratic education promotes loyalty to democracy by stressing positive understanding and appreciation and by summoning youth to service in a great cause. 4

From these statements it would follow that education in a democracy seeks to equip the individual with the knowledge, skills, and experiences which will enable him to live the fullest life and to experience to the degree limited only by his intelligence and activities the pleasures of sharing in determining the purposes and policies of the school while he is a child and of the local, state, and federal government when he is more mature. Democratic education seeks to promote the general welfare, preserve those economic, political, and social conditions which are necessary for the preservation of liberty, and to teach that changes of grave importance can be brought about by peaceful means.

Developing the Questionnaire

Since the statements of principles in the two instruments of precision are so similar, the writer developed a questionnaire, which is included in the Appendix, based upon the sixty points embraced in "A Creed of Democracy." The writer set up twelve incomplete statements

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which could be answered by checking one of three responses. One of these answers claimed that the practices paid minimum attention to the observance of democracy. Another statement claimed that a moderate amount of attention to democratic practice prevailed, while a third claimed that a maximum amount of attention was paid to democratic principles. The writer arbitrarily set up one of the two statements of the less democratic practices as being the minimum and the other as the moderate practice of democracy, basing her opinion on numbers of children in each class and upon respect for every individual. In every case it was entirely obvious that one of the statements was of the highest possible democratic principle.

Of the last forty-eight principles stated in the creed the writer made statements of school practices and asked the respondents to classify them as true or false.

Again these questions were submitted to 25 mature citizens of the school and 175 pupils.

When the questionnaires were returned, the writer tabulated the results to determine to what extent the pupils and teachers considered that the practices in the school were democratic or undemocratic.

With the present distressing world conditions comes an added impetus toward the preservation of the democratic way of life. All must attempt to practice democracy so
thoroughly at school that it will become a general prac-
tice in all human relationships. Teachers feel an in-
creased desire so to condition their pupils that they
may have the courage and the strength of character to meet
the strenuous demands that will in all probability be
placed upon their shoulders. As never before do the
teachers feel the need for teaching their pupils to ana-
lyze propaganda and to develop the ability to think
critically.

The child's experience while at school should be
directed in such a manner as to enhance his value as an
individual, to grant him the privilege of thinking and of
acting on thinking, to respect his capacity for learning,
to concede that he has the right to attempt to effect
changes in the school and to engage freely and intelli-
gently in the interactive process of living. With these
statements one must reconcile in-school practice or ar-
rive at the conclusion that some of the school practices
are in need of revision from within.
CHAPTER III

AN ANALYSIS OF THE ORGANIZATION AND THE PRACTICES
IN THE WILLIAM JAMES JUNIOR HIGH SCHOOL

Administration

As has been stated previously the William James
Junior High School is one of the junior high schools
serving a city whose scholastic enumeration is slightly
in excess of forty thousand. At the head of the entire
school system stands the board of education with its
policy-forming function. Directly responsible to this
board is the superintendent of schools who is charged with
the function of being the executive officer of the board
and with the administration of the entire school program.
Working with the superintendent are two assistant super-
intendents assigned functionally, one acting as director
of instruction and one as director of personnel and of
public relations. Next in line is a co-ordinator of
instructions working horizontally in all areas of in-
struction. Next in line are the consultants for specific
areas of the school program subject to assignment by
superintendent or assistants and to call by principal
through superintendent or assistants. Next in line are
the principals and then the teachers with the final step
in the plan resulting in pupils trained to think and act prudently in a democratic society. This account of the organization of the school omits the discussion of the duties of the school system's attorney, its auditor, and its clerks because these officials do not deal directly with the instructional program, and in this problem it is in the teacher-pupil relation that the democratic practices are being considered.

Organization

This particular junior high school has a principal, a vice principal, a dean of girls, a secretary, a half-time nurse, a staff of teachers, a cafeteria staff, three custodians, and one Negro maid. The chief administrator, the principal, is the most important public relations medium in the building. He is responsible to the superintendent for the conduct and progress of the school, to the community for the interpretations of the school program, and to the school for its smooth, efficient, harmonious operation. The vice principal serves as principal during the latter's absence from the building, makes the master schedule, assigning pupils to classes and assigning work to the teachers; and serves as dean of boys, keeping attendance records, solving personal adjustment
problems, and giving aid and encouragement to teachers and pupils. The dean of girls teaches three classes, acts as advisor to girls seeking guidance, directs citizenship in the building, and sponsors the Student Council. The secretary serves in a large number of ways. She answers the telephone, assigns pupils to home rooms, keeps a permanent record for each pupil, has on file a program card for each child, operates the exchange store, keeps the records for all moneys received, expended, or turned into the administration building, and compiles and prepares all attendance reports required by the city and the state. She serves as an excellent public relations medium, preventing much misunderstanding between parents and teachers and also preventing many interruptions of the principal and teachers. The nurse who divides her time equally between two schools is a fine medium of contact with the home and the community. She stresses preventive measures, gives physical examinations, recommends that the sick child seek proper medical attention. She obtains free lunches for the underprivileged, and with the dean of girls undertakes to secure proper, attractive, well-fitting clothes for the children whose home cannot furnish these necessities. The teaching staff is divided into departments, each teacher being assigned to teach subjects in his major field with an occasional assignment in his minor
field. In the cafeteria one finds a pleasant director with the necessary number of helpers subject to the regular health regulations. The kitchen is large, well equipped, and well lighted. The lunch room has neat, enameled tables and benches, modern steam tables, display shelves, and refrigeration units. On each floor is a custodian whose chief duty is to keep the building clean and to make minor repairs. Assisting the custodians is a dependable Negro maid.

Preparation of New Pupils for Participation in School Experiences

Every semester new pupils enter the school from adjacent elementary school districts. To make this transition from grade school to junior high school easy is the task of both the contributing school and the receiving school. The Willian James School takes a peculiar pride in trying to make the new child feel welcome, in giving him a feeling of belonging. Before a new semester begins various attempts are made to acquaint the children in the contributing elementary schools with the program and the building. Three outstanding methods used are (1) by inviting the children and their parents to certain public programs given in the afternoon or in the evening, (2) by inviting the children to a play-hour sponsored by
the physical education department, and (3) by visiting the elementary schools and presenting programs significant of specific departments in the school.

One of the best opportunities to invite the neighboring communities into the school is afforded by the open house program which is always given during American Education Week. Because the main purpose of this Week is the interpreting of the school to the community, the program for this occasion is used to explain to the public the school curriculum. At a formal program presented in the school auditorium a representative of every department explains the aims, the objectives, and the desired outcomes of his department. Numbers are presented by the school's music department. The physical education department also assists. Since the American Education Week is a celebration for the purpose of interpreting educational opportunities, prominent people of the community, usually members of the various service clubs, are also given places on the program.

After the auditorium program is concluded, the teachers and their pupil hosts and hostesses go to their home rooms where samples of regular school work are displayed. Guests meet the teachers and hosts and hostesses, register, observe the bulletin boards, ask questions, and move on to other rooms. In this way the patrons and
prospective patrons become acquainted with the curriculum and the building.

Two other night programs of the "open house" variety are given annually and are sponsored by the Parent-Teacher Association. These programs are usually presented by the pupils and take the form of a Christmas Program, and Easter Program or a play. Either type serves to interpret some particular phase of the curriculum to the public.

Another of the methods employed to acquaint the incoming pupil with both building and program is the play-hour usually given at four o'clock some afternoon. At this time interesting indoor phases of the physical education program are presented. After folk dancing, marching, table tennis, badminton, and many other games are enjoyed, the visiting children are shown around the building.

A third method of advertising the program of the William James Junior High School is by taking into the contributing schools programs presented by the school orchestra, the glee club, and other departments. The teacher invites any interested child to register for orchestra or band upon entering the junior high school.

Grouping of Pupils in the Low Seventh Grade

These attempts to interest the elementary school child in the program of the junior high school are timed in such a way as to sustain his interest until he reaches the new
school. The children from each contributing school are divided into several groups in order that they may (1) make new friends, (2) learn to adjust themselves in the new environment, and (3) become self-reliant. Thus upon entering the junior school the child finds himself upon an exciting new adventure. He finds that the first program is made for him, and he takes the same subjects as the other children in his home room except that special concessions are made for members of the orchestra or the Reserve Officers Training Corps or for children who cannot take physical education.

After the child has spent one semester in the junior school, he is permitted to select his schedule, provided, of course, that his selection includes the required subjects.

Every child is assigned to a home room in which he associates with other children in the same grade. The grouping is heterogeneous because such a plan is considered more democratic than any other. Under ordinary circumstances this group remains in the same home room with the same teacher during its stay in the junior high school. The theory that longer residence in one home room affords opportunity for better teacher-pupil relations and consequently better opportunity for an effective guidance program is responsible for this practice.
Of this practice it has been said, "The plan of organization of the school provides for the assignment of each pupil to a faculty sponsor who is charged with the duty of acting as advisor to all pupils so assigned for the first three years of their high school career."

Such sponsors are selected on the basis of their personal interest in, and personal power with, pupils.

Each child follows his individual daily program which after the first year (seventh grade) is made out to meet his individual needs. At eight-forty every morning the child reports to his home room where the teacher makes the attendance records and makes any pertinent announcements which she has received through bulletins since the preceding meeting. After period four comes a thirty-minute activity period which is used on Monday for home room study period, on Tuesday for banking and study period, on Wednesday for clubs, on Thursday for guidance, and on Friday for general assembly. Here the home room teacher has an opportunity on Mondays and Tuesdays to become better acquainted with her home room pupils, to analyze their personality traits, to discover their study habits, to direct and encourage their studying, to assist them in solving difficult problems of whatever nature, to invite their confidence, and to plan with them for the improvement of the individual and the group.

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1Milo H. Stuart and De Witt S. Morgan, Guidance at Work, p. 7.
Organization of Home Rooms, Clubs, Classes,  
and the Student Council

Soon after the semester begins the home rooms are organized and officers are elected. To be eligible to hold office the pupil must have an average of B or better in citizenship with no academic average below C. When a child's grades fall below this standard, he is expected to submit his resignation from office. Likewise every class and every club has a president, a vice president, a secretary, and a program committee and any other needed officers.

As soon as the home rooms have been organized, the Student Council holds its first meeting. The home rooms' presidents represent their groups on the Student Council. The Council has as its purposes: (1) the promoting of good citizenship, (2) the extending of hospitality, (3) the fostering of movements for school improvement, and (4) the creating of a student welfare fund. The citizenship code of the school embraces these qualities: honesty, courtesy, good sportsmanship, loyalty, cleanliness, cheerfulness, trustworthiness, courage, kindness, and reverence. The members of the Student Council serve as hosts and hostesses when visitors are in the building. The courtesy girls and boys and others elected by each home room also
assist in extending this hospitality. The Student Council accepts suggestions for school improvement from other pupils; the members discuss these suggestions and formulate plans; then they submit these to the home room for discussion and decision. These various decisions are reported back to the Student Council and final decisions are made. The Student Council is permitted once per semester to sponsor some type of fund-raising program. Sometimes this money is used to buy clothing or supplies for needy children in the school. One use of the money is to provide flowers, in the name of the school, for the funeral of any parent, brother, or sister of any child in the school. This practice is justified because it cements the school and the bereaved family through the expression of genuine sympathy.

Adjustment to the School Situations and Participation in School Services

It is the practice of the school to cooperate with the pupil in his adjustment problems. If he finds himself to be unhappy in his home room, upon careful reflection and some deliberation, he may appeal to the vice principal and secure a transfer to another home room. Generally he asks his teacher to recommend the transfer. This same policy is observed in granting transfers from classes and clubs.
Adjustment in the choice of subjects is made somewhat easier by exploratory courses in music, industrial art, homemaking, general language, and science. These are given in either the seventh or eighth grades so that the child may know before he enters the ninth grade, where school credits are earned, whether he has an aptitude for a subject or whether he is unlikely to succeed in it.

In the offices of the secretary, the dean of girls, and the vice principal two courtesy girls or boys are employed each period of the day. The requirements for serving as courtesy pupil are the same as those for holding office. The child must, of course, be enrolled in only five classes in order to have the study period which can be used. These courtesy pupils are usually changed each six weeks in order that a larger number of children may have the experiences of answering the telephone, greeting building visitors, guiding visitors to their destination, picking up attendance slips, checking these against the absentee lists, summoning children to various offices and the library when they are desired there, and delivering necessary messages from the office to the teacher.

In the library two student helpers are employed each period. These children check books in or out, file cards, inspect the book for needed repairs, and actually repair
books which can be repaired outside the bindery. Early in each semester the librarian takes all low seventh grade classes into the library at their English period, shows them the files, the periodicals, and the books. She explains the Dewey Decimal System and the way to find a book from the call number. She explains the rules for securing and returning books, the rules for coming to the library during class or study period, and the proper library demeanor. Her helpers assist during these lecture periods by guiding the children around to the various sections of the stacks.

On Wednesdays at activity period the pupils go to a club or to the home room for a directed study period. Participation in club work is voluntary. The requirement for club participation is that the child is interested and will work at the club program.

The auditorium program is largely a vehicle for student participation and expression. Some programs are of the volunteer type when almost anything reasonable may happen. These programs follow no planned sequence and may consist of a medley of offerings ranging from well-played piano solos through intricate tap dance routines to a boy's attempt to play a tune through a short length of gas hose. Such programs afford the individual an opportunity to express himself in his peculiar way before a sympathetic
audience. More frequently the programs are planned by one or more departments around a central theme. Representatives of this type of program are the annual Armistice, Thanksgiving, the Christmas, the Easter, and the May Day programs under the direction of the music and the speech arts departments. These are always serious programs requiring much time and effort on the parts of both pupils and teachers. Recognition programs when children are awarded honors for participation in sports events, interscholastic league events, and school activities are annual affairs and are marked by spontaneity of speech and response. The annual awarding of citizenship medals by the American Legion and the Daughters of the American Revolution is another regular feature of the auditorium program. The speech arts department usually presents at least two plays per semester as free auditorium entertainment. At other times there are combination programs of music and choral reading. The physical education departments present several programs per year and often contribute appropriate dances for the May Day program. The Girl Reserves and the Hi-Y clubs present recognition ceremonies during the auditorium period. Some one of the English teachers is usually responsible for a good National Book Week program. The homemaking teacher always sponsors a spring style show. She invites two representatives from
each other junior school in the city to participate in this event.

At the beginning of every Friday's assembly program the color guard advances the flag and every man, woman, and child repeats the salute to the American flag. On March second, or on a day near that date, a Texas Independence Day program is given. In this event the national flag is first saluted and then the Texas flag. The auditorium program begins after the American flag, the Texas flag and the school banner are in place.

While the auditorium programs seem largely designed to prepare the children for the worthy use of leisure time, some are given over to a study of health programs and to motion picture shows. These are seldom given on Friday but are rather extra attractions on Mondays or Tuesdays.

The entire student body may be called into general assembly on short notice at any time to hear history-making news broadcasts.

Safety education is carried out on certain days at the home-room periods. At this time the state course of study is followed. The vice principal is director of the Safety Patrol, whose members patrol all street intersections adjacent to the school and have the authority to stop motorists until pupil pedestrians are safely across the street.
As the fire insurance rate is lowered because the English department teaches fire prevention, there is a regular observance of National Fire Prevention Week every fall. One auditorium program is given by the local fire department when members talk to the children about fire hazards, how to turn in alarms, what to do in case of a fire in the home or on the person, and what not to do.

The Guidance Program

The problem of guidance is ever present in teacher-pupil and pupil-pupil relationships. Each teacher in his classroom situation attempts regularly to guide his pupils in the developing of satisfactory social habits. However, there is prevalent a feeling that a definite period devoted to guidance alone should be observed with the result that the activity period on each Thursday is devoted to this problem. Recently the school has completed a course based upon the idea of Growth Through Problem Solving. Following this study a different plan was adopted for a semester. The philosophy underlying the attempts with the later plan is clearly stated in these words:

Two main phases of the concept of guidance are (1) the distributive and (2) the adjutive. In discharging the former phase we aim to (1) distribute youth as effectively as possible to educational and vocational opportunities, that is, to subjects (or courses), curricula, extra-curricular activities
(which may be thought of as expansions of the curriculum), schools, higher institutions, and vocations. In the second, we (2) help the individual to make the optimal adjustment to educational and vocational situations... The two phases of distribution and readjustment are complementary. Also, they bear reciprocal relations to each other, as when a recommended change of subjects in a student's program dispels a maladjustment, or when stimulation of the student to better performance (through adjutive efforts by guidance workers) in a particular subject field removes an obstacle to the student's admission to a particular curriculum.  

Teachers asked pupils what particular phases of guidance they wished to study. Their responses were tabulated and each teacher undertook to collect usable material on one of these subjects. Each teacher talked on his selected subject to a different group each Thursday. The advantages of this plan are that the teachers can collect a greater amount of reliable information on one subject than they can on a different subject for each week and thus save their time for some other task. The disadvantages are that the teachers will frequently be talking to groups of children whom they do not know, and there is a rather widespread belief that guidance is most effective when administered by teachers known to the child. However, most of the children in the school can know all the teachers in a limited way if they care to do so.

The organized athletic teams under the direction of

their coaches play regularly scheduled games with other schools. Participation in these games is dependent upon evidences of good citizenship and passing grades. Emphasis is placed upon the development of good character, good sportsmanship, teamwork, muscular control, clear thinking, and precision rather than upon winning the game.

In the classroom the teachers and pupils are granted by the administration a large degree of freedom to select those experiences which are deemed by them to be most valuable for the group. No rigid conformity to a set course of study is required. Each individual makes his own curriculum and with the help of his teachers tries to make the optimal amount of progress and achievement.

Questions Regarding School Practices

Following this brief discussion of the practices in the given junior high school, the critical mind asks, "Are these practices based upon the principle of respect for the individual? Do they consider it true that all men are created equal? Does the right to govern derive from the consent of the governed? Is every child permitted to make unabashed his peculiar contribution to the program? Are the children whose financial conditions require that they receive free lunches, supplies, and clothing embarrassed by the administration of these aids?
Are individual worth and individual rights respected as they should be?"

From the statement of the practices of heterogeneous grouping, selection of subjects, participation in student government, freedom to change from one teacher to another; participation in entertainments, programs, games; consideration by the school nurse, protection by the school, and others, it seems possible that the basic principle operative could be respect for the individual. However, for a definite answer the writer turns to the people who are best able to answer these questions, the children and their teachers who answered the questionnaires.

The data secured from these answers are given in the tables that follow.

Table 1 shows the number and percentage of pupils and teachers who assigned either (1) fear, (2) necessity, (3) trickery, (4) reward, (5) service, or (6) brotherhood as their reason for cooperating. The differences between pupil percentages and teacher percentages range from two to eleven. In view of the fact that the ratio between the number of pupils and the number of teachers is seven to one, a two per cent difference is insignificant. However, when eleven per cent more pupils than teachers admit that it is a practice of pupils in the school to cooperate through a sense of (1) fear of punishment or (2) fear of
loss of privilege, it suggests that some readjustments should be made. Children with such reactions should be placed in another environment. Transferring them to other classes, enriching their curricula, and securing for them some specific duties which will give them a sense of belonging are possible aids in solving this particular problem.

TABLE 1

THE NUMBER AND THE PER CENT OF PUPILS AND OF TEACHERS WHO PRACTICE EACH LEVEL OF COOPERATION AND ITS CONTROLLING MOTIVE

<table>
<thead>
<tr>
<th>Level of Cooperation</th>
<th>Controlling Motive</th>
<th>Pupils</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Compulsion</td>
<td>Fear, force</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Compromise</td>
<td>Necessity</td>
<td>27</td>
<td>15</td>
</tr>
<tr>
<td>Exploitation</td>
<td>Trickery</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Bargaining</td>
<td>Reward</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Leadership</td>
<td>Service</td>
<td>31</td>
<td>13</td>
</tr>
<tr>
<td>Democracy</td>
<td>Brotherhood</td>
<td>103</td>
<td>59</td>
</tr>
</tbody>
</table>

Two pupils say they cooperate in order that they may enjoy the pleasure of a reward such as hearing the teacher read a good book, going on a picnic, or receiving a free library period. This pupil rating falls somewhat lower than the teacher rating where three teachers, or twelve per cent, express the belief that their pupils cooperate
through the hope of receiving some such reward. The implication here would be that each teacher needed to study her methods of inspiring cooperation in an attempt to make them more acceptable.

Thirty-one pupils or eighteen per cent cooperate through a desire to be of service to others. Two teachers or eight per cent of the teachers assign this reason for pupil cooperation. One hundred and three or fifty-nine per cent of the pupils and seventeen or sixty-eight per cent of the teachers give as the reason for pupil cooperation a feeling of brotherhood. The expressions of reasons for cooperating on the service level and on the brotherhood level are so similar that either reason is considered satisfactorily democratic. Combining the two responses places both the pupil and the teacher ratings at above seventy-five per cent. Therefore a good majority of the people of the school consider that in the areas where cooperation occurs the practices are satisfactorily democratic.

Table 2 shows the pupil-teacher ratings of the amount of democracy practiced in twelve areas. The questionnaire attempted to discover the pupil-teacher opinion on the amount of democracy practiced on levels which she thought would reveal the minimum, the moderate, and the maximum attention to to the democratic principles.
TABLE 2


<table>
<thead>
<tr>
<th>Statement of Principle</th>
<th>Level of Practice</th>
<th>Pupils</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>1. I believe that our school spirit takes into consideration the best interests of:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Only most popular pupils</td>
<td>23</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>b. Pupils making best grades</td>
<td>17</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>c. Every pupil in attendance</td>
<td>145</td>
<td>83</td>
<td>22</td>
</tr>
<tr>
<td>2. I believe that the spirit of the school respects the feelings of:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Only honor card pupils</td>
<td>13</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>b. Children whose parents hold good jobs</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>c. All pupils regardless of ability, social standing, or appearance</td>
<td>156</td>
<td>90</td>
<td>24</td>
</tr>
<tr>
<td>3. The feeling of security is shared by:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Very few pupils</td>
<td>11</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>b. All the pupils</td>
<td>60</td>
<td>34</td>
<td>5</td>
</tr>
<tr>
<td>c. The majority of the pupils</td>
<td>104</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>4. The policy of your school with reference to the weak or needy is to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Embarrass them publicly</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b. Enable them to retain self-respect through protection</td>
<td>161</td>
<td>93</td>
<td>23</td>
</tr>
<tr>
<td>c. Keep them in the background</td>
<td>13</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>
TABLE 2—Continued

<table>
<thead>
<tr>
<th>Statement of Principle</th>
<th>Level of Practice</th>
<th>Pupils</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>5. In our school the sense of belonging is felt by:</td>
<td>a. Children of the well to-do</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>b. Children who need medical or dental attention</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>c. Majority of the children</td>
<td>140</td>
<td>80</td>
</tr>
<tr>
<td>6. Our school uses selfishly to advertise its program</td>
<td>a. Any gifted child</td>
<td>31</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>b. Any willing child</td>
<td>41</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>c. No child</td>
<td>103</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>a. The brightest children</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>b. A few of the average pupils</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>c. The majority of the pupils</td>
<td>156</td>
<td>90</td>
</tr>
<tr>
<td>7. The school assumes that its curriculum will aid in improving</td>
<td>a. A chosen few</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>b. Each individual</td>
<td>146</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>c. About half the pupils</td>
<td>19</td>
<td>11</td>
</tr>
<tr>
<td>8. The social aim of the school is the maximum development of:</td>
<td>a. Every individual</td>
<td>137</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>b. The brightest pupils</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>c. The underprivileged</td>
<td>27</td>
<td>16</td>
</tr>
<tr>
<td>Statement of Principle</td>
<td>Level of Practice</td>
<td>Pupils</td>
<td>Teachers</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>10. The school provides</td>
<td>a. Every child so</td>
<td>137</td>
<td>78</td>
</tr>
<tr>
<td>for and encourages</td>
<td>blessed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>development of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>talent in:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Children able</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>to pay for lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Children unable</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>to pay for lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The school</td>
<td>a. Develop his</td>
<td>117</td>
<td>67</td>
</tr>
<tr>
<td>encourages each pupil</td>
<td>unique personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Conform to a</td>
<td>49</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>uniform behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pattern</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Do as he pleases</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>12. The school</td>
<td>a. Reason</td>
<td>148</td>
<td>84</td>
</tr>
<tr>
<td>assumes children are</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>capable of deciding</td>
<td>b. Hatred</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>upon best course of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>behavior through</td>
<td>c. Fear</td>
<td>25</td>
<td>14</td>
</tr>
<tr>
<td>exercise of:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Wherever there might be a difference of opinion as to which of two statements revealed the minimum attention to democratic practice, the writer set up arbitrary standards, because most democratic practice was in each case obvious and because the purpose of the study is simply to determine whether the major emphasis is on democratic or undemocratic practices.

Of the 2,100 pupil responses, 176 were assigned to practices of minimum attention to democratic principles, 312 to the moderate and 1,606 to the maximum. Stated in percentages this means that slightly more than eight percent of the children believe that the least democratic methods are used; fifteen per cent grant that moderately democratic practices prevail, while seventy-six per cent believe that maximum attention to democratic principles is practiced. Here again the school rates a place in the upper one fourth.

The teachers were of the opinion that about three per cent of the practices were so careless as to observe only a minimum attention to democratic principles and that eighty-four per cent of the practices were giving maximum attention to these desirable principles. It is possible that the factor entering in here and causing the eight per cent difference of opinion between the pupil and the teacher is the maturity of the teacher. Another
reason for the difference could be that the teacher is more familiar with the ideals of democracy and can recognize them in practice more quickly than the children can.

Response number three measuring the amount of security felt by the pupils received a low maximum rating. The levels tested were (1) very few, (2) the majority, (3) all the pupils. Since both the pupils and the teachers gave the highest rating to the second level or majority, the question in the writer's mind is this: "Does the term majority signify the acme of democratic practice to a large number of persons, or do the respondents feel that there is little attempt to give all the pupils a feeling of security?" If the latter condition be true, it is important that the practice in this respect be improved.

On the question of exploitation by special privilege the teachers and pupils held closest in percentages. That the maximum rating here is only fifty-nine per cent for pupils and fifty-six for teachers indicates that in the future greater care should be exerted to establish correct relationships when children are used in programs presented for the purpose of interpreting the curriculum.

Table 3 shows the pupil-teacher ratings of the presence or absence of forty-eight practices of democracy
based upon answers to the questionnaire which is a continuation of the instrument from which Table 2 was made.

**TABLE 3**

**THE NUMBER AND THE PER CENT OF PUPILS AND THE NUMBER AND THE PER CENT OF TEACHERS THAT MARKED EACH STATEMENT OF PRACTICE TRUE AND THAT MARKED EACH STATEMENT OF PRACTICE FALSE**

<table>
<thead>
<tr>
<th>Statement of Practice</th>
<th>Pupils' Answers</th>
<th>Teachers' Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appeal is to reason rather than force.</td>
<td>146</td>
<td>83 29</td>
</tr>
<tr>
<td>2. Armed force is under public control.</td>
<td>131</td>
<td>75 44</td>
</tr>
<tr>
<td>3. Freedom and effectiveness result from self-restraint rather than from externally imposed restraint.</td>
<td>143</td>
<td>82 32</td>
</tr>
<tr>
<td>4. Regulations imposed are only those necessary for safeguarding others.</td>
<td>138</td>
<td>79 37</td>
</tr>
<tr>
<td>5. All have equal rights to life, liberty, and the pursuit of happiness.</td>
<td>171</td>
<td>98 4</td>
</tr>
<tr>
<td>6. Rights and opportunities granted to one are granted to all.</td>
<td>110</td>
<td>63 65</td>
</tr>
<tr>
<td>Statement of Practice</td>
<td>Pupils' Answers</td>
<td>Teachers' Answers</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>7. Satisfactory standards of living are desired for all.</td>
<td>162</td>
<td>13</td>
</tr>
<tr>
<td>8. No difference is permitted on account of birth, race, or religion.</td>
<td>143</td>
<td>32</td>
</tr>
<tr>
<td>9. School recognizes pupils' desire to govern themselves and a willingness to assume responsibility for doing so.</td>
<td>146</td>
<td>83</td>
</tr>
<tr>
<td>10. Government derives its powers from consent of the governed.</td>
<td>147</td>
<td>84</td>
</tr>
<tr>
<td>11. Test of regulations is the amount of success in promoting pupil welfare.</td>
<td>125</td>
<td>71</td>
</tr>
<tr>
<td>12. Responsibility of making general policies is upon the individual.</td>
<td>113</td>
<td>65</td>
</tr>
<tr>
<td>13. Pupils are required to regard highly their duties and responsibilities of citizenship.</td>
<td>166</td>
<td>95</td>
</tr>
<tr>
<td>14. Pupils deserve no better government than they try to obtain.</td>
<td>138</td>
<td>79</td>
</tr>
<tr>
<td>Statement of Practice</td>
<td>Pupils' Answers</td>
<td>Teachers' Answers</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>15. Decisions made by combined judgment of informed individuals are best.</td>
<td>156 89</td>
<td>19 11</td>
</tr>
<tr>
<td>16. Each vote has equal value.</td>
<td>169 97</td>
<td>6 3</td>
</tr>
<tr>
<td>17. Child growth is through exercising right to share in making decisions on general policy.</td>
<td>151 86</td>
<td>24 14</td>
</tr>
<tr>
<td>18. Materials enabling children to make wise decisions are furnished.</td>
<td>148 85</td>
<td>27 15</td>
</tr>
<tr>
<td>19. The school provides free education so long as it is profitable.</td>
<td>159 91</td>
<td>16 9</td>
</tr>
<tr>
<td>20. The school attempts to spread ideals and knowledge which promote a sense of equality.</td>
<td>157 90</td>
<td>13 10</td>
</tr>
<tr>
<td>21. Free expression of opinion on public policy is granted.</td>
<td>119 63</td>
<td>56 32</td>
</tr>
<tr>
<td>22. Free expression of opinion on all matters, subject to libel laws, is guaranteed.</td>
<td>142 61</td>
<td>33 19</td>
</tr>
<tr>
<td>23. All who are bound by the decisions of board policy should share in making them.</td>
<td>141 81</td>
<td>34 19</td>
</tr>
<tr>
<td>24. Minority must abide by decisions of majority but may attempt to change the decisions.</td>
<td>145 83</td>
<td>30 17</td>
</tr>
<tr>
<td>Statement of Practice</td>
<td>Pupils' Answers</td>
<td>Teachers' Answers</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td><strong>25.</strong> Tolerance to others without sacrificing strength of convictions is encouraged.</td>
<td>136</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>39</td>
<td>22</td>
</tr>
<tr>
<td><strong>26.</strong> The school accepts student council as an economy necessitated by the enrollment.</td>
<td>116</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>59</td>
<td>34</td>
</tr>
<tr>
<td><strong>27.</strong> Officers elected become of peculiar ability may be replaced for just cause.</td>
<td>143</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>18</td>
</tr>
<tr>
<td><strong>28.</strong> A steadily increasing sense of obligation to an enlarging social group is developed.</td>
<td>152</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>13</td>
</tr>
<tr>
<td><strong>29.</strong> Personal comforts are willingly sacrificed for general welfare.</td>
<td>134</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>41</td>
<td>25</td>
</tr>
<tr>
<td><strong>30.</strong> The school stimulates a hope of constant betterment.</td>
<td>157</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td><strong>31.</strong> Children are encouraged to re-appraise and work toward improvement.</td>
<td>159</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td><strong>32.</strong> Change is promoted and accomplished by peaceful means.</td>
<td>153</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td><strong>33.</strong> The majority has no right to violate the liberties of an individual.</td>
<td>153</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td><strong>34.</strong> Unrestrained association and assembly for promotion of public welfare is permitted.</td>
<td>132</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>43</td>
<td>25</td>
</tr>
<tr>
<td>Statement of Practice</td>
<td>Pupils' Answers</td>
<td>Teachers' Answers</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>True No.</td>
<td>False No.</td>
</tr>
<tr>
<td>35. Children are permitted to meet and plan for own interests.</td>
<td>154</td>
<td>21</td>
</tr>
<tr>
<td>36. The child selects his electives.</td>
<td>164</td>
<td>11</td>
</tr>
<tr>
<td>37. The child has the right to enjoy honor coming from work well done.</td>
<td>153</td>
<td>22</td>
</tr>
<tr>
<td>38. Individual initiative of a constructive nature is encouraged.</td>
<td>147</td>
<td>28</td>
</tr>
<tr>
<td>39. Human rights are above property rights.</td>
<td>148</td>
<td>27</td>
</tr>
<tr>
<td>40. The school plant is preserved for future use.</td>
<td>159</td>
<td>16</td>
</tr>
<tr>
<td>41. So long as it is for the best interest of all, student self-government is</td>
<td>162</td>
<td>13</td>
</tr>
<tr>
<td>guaranteed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. A child is considered innocent of an offense until found guilty.</td>
<td>124</td>
<td>51</td>
</tr>
<tr>
<td>43. The child will not be persecuted by any teacher.</td>
<td>112</td>
<td>63</td>
</tr>
<tr>
<td>44. No individual may be deprived of liberty without cause.</td>
<td>153</td>
<td>22</td>
</tr>
</tbody>
</table>
### TABLE 3--Continued

<table>
<thead>
<tr>
<th>Statement of Practice</th>
<th>Pupils' Answers</th>
<th>Teachers' Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>44. No individual may be deprived of liberty without cause.</td>
<td>153</td>
<td>87</td>
</tr>
<tr>
<td>45. Religious freedom is granted.</td>
<td>168</td>
<td>96</td>
</tr>
<tr>
<td>46. School and church are separated.</td>
<td>129</td>
<td>74</td>
</tr>
<tr>
<td>47. The school provides such security for its pupils that they will sacrifice for it.</td>
<td>153</td>
<td>90</td>
</tr>
<tr>
<td>48. The school grows by continued education as to its meanings.</td>
<td>163</td>
<td>93</td>
</tr>
</tbody>
</table>

Of the 8,400 pupil responses 6,995 claimed that the principles of democracy in the given areas were practiced. These true ratings were made by eighty-three per cent of the pupils. Teacher ratings on the same questions paralleled rather closely those given by the pupils as 1,014 or eighty-four and five tenths per cent of the 1,200 teacher responses were rated true while 186 or fifteen and five tenths per cent were classified as false.

Throughout the testing program an attempt has been made to provide opportunities for all persons tested to
give honest, unbiased answers to questions designed to measure from the very lowest through the highest forms of cooperation and principles of democratic practice. If the data collected can be considered to possess any validity, the practices in the school are recognized by both pupils and teachers as being democratic in more than seventy-eight per cent of the practices covered by the questions on which opinions were offered by two hundred individuals who spent their school days in the given situation.
CHAPTER IV

CONCLUSIONS

Opinions Reflected by the Data

From a study of Tables 1, 2, and 3 one sees that both the pupils and the teachers are of the opinion that the school practices rank in the upper one fourth with reference to observance of the principles of democracy. It is significant of the school spirit that throughout the study a rather close parallel exists between the children's expressed opinions and those of the teachers. That there are some differences of opinion is not surprising because complete uniformity would tend to suggest that the school attempts so to condition the child that he will fit into a uniform pattern. A majority of the pupils and the teachers state that such is not the practice. Therefore differences of opinion are to be expected.

The writer concludes that it is fair to state that the practices are democratic, for the following reasons:

1. The data seem to justify the conclusion that the school practices are based upon respect for the individual because majorities of both pupils and teachers make these assertions. (1) The spirit of the school takes into consideration the best interests of the pupil. (2) It
respects the feelings of all the pupils. (3) It creates a sense of security in a majority of the pupils. (4) It protects and cares for the needy in such a manner as to enable them to retain their self-respect. Therefore, respect for the individual is at least partially established as one of the practices in the school.

2. It may also be assumed that the belief in "confidence in a constant drive toward the perfectibility of mankind"\textsuperscript{1} is one of the practices of the school because majorities of both pupils and teachers state that the school stimulates a hope of constant betterment and provides means which the ambitious may use to this end.

3. It may be assumed that the belief that "the gains of a commonwealth are essentially mass gains and should be diffused...throughout the community"\textsuperscript{2} seems to be suggested by these two statements made by a majority of both the pupils and the teachers. (1) The school provides free education for the child as long as it is profitable for him to continue in school. (2) The school attempts to spread among the people of the community the ideals, the knowledge, the standards of conduct, and the spirit of fair play which promote a sense of equality. While the parallelism between

\textsuperscript{1}Merriam, \textit{op. cit.}, p. 11.

\textsuperscript{2}Ibid.
mass gains and educational gains may not be exact, it is legitimate to consider public education as one form of mass gain. Therefore the school observes that democratic principle in some degree.

4. It is concluded that the school does recognize, to some extent, the desirability of decisions rendered by the pupils on questions of social direction and school policy because majorities rated the following statements as true. (1) The school places upon the pupils the responsibility of making general policies. (2) Pupils are required to regard highly their rights as citizens. (3) Pupils deserve no better government than they exert themselves to obtain. (4) The school believes that the pooled judgment of the largest number of interested and informed individuals is usually the wisest. (5) The school believes that the child grows best by exercising his right to share in making general decisions. Therefore, it may be concluded that the practices are reasonably democratic in this respect.

5. Another conclusion is that the school believes that changes can be effected through peaceful means rather than by violence because majorities marked as true the following statements. (1) The school holds its power solely from the consent of the governed. (2) The school regulations are tested by the amount of success they have in promoting the welfare of the pupils. (3) The school demands
that the minority live in accord with the decisions of the majority but grants the minority the right to attempt to change the decision. (4) The school encourages the use of peaceful means for promoting and bringing about change. This fourth statement is an exact counterpart of the fifth assumption of democracy.

Granting that the data collected do possess validity for this one situation, the writer concludes that both the pupils and the teachers of the school feel that the major emphasis in school practice rests upon careful observance of the principles of democracy. She also concludes that from these data she sees an indication that certain modern trends are practiced in the school.

Modern Trends as Reflected by the Responses Collected

Present-day conceptions of democracy, particularly with reference to school practices, extend into every realm of human association. The pupils admit that the school spirit considers the best interests of every pupil in attendance. A spirit of cooperation and a willingness to assist the weak pupil or that child who has returned to school after an absence seem to prevail. There is also present a fraternal attitude of the pupil toward his teacher which is, in the writer's opinion, an outgrowth of increased emphasis upon democratic practices.
The writer believes that the data justify the statement that the following modern trends do exist in this school.

1. Respect for the individual has become one of the most important points to consider in the construction of curricula. While it is important that the teacher give considerable attention to the ability of the individual in administering his curriculum, it is also important that every child learn to respect the worth of an individual at all times. Specialized, liberalized, and vitalized curricula are outgrowths of the principle of respect for the individual.

2. Security of position in the group is another outgrowth of respect for the individual. Modern education seeks to find the child's special abilities and to furnish him with the opportunities for development of these. Placing the child in any situation where he can succeed adds definitely to his sense of security.

3. Protection of the weak and the needy is one of the modern trends which deserves mention. The school no longer confines its interest in the child solely to his mental and moral growth. It goes beyond this and provides for the needy child such food, clothing, medical attention, and school supplies as the family is unable to furnish. This aid is administered with such delicate consideration of the individual's feelings that he is able to
retain his self-respect, and the resultant improvement in his morale enables him to make unabashed his peculiar contribution to society.

4. Cultivation of a unique personality rather than conformity to a set pattern is encouraged by modern education. Freedom of discussion, participation in planning school experiences, engaging in the give and take of the classroom, and following an enriched curriculum, all relatively modern trends, encourage individuality.

5. Participation in selecting the curricular experiences to be enjoyed is a rather new pupil-privilege. Present-day practices of permitting pupils to practice democracy in their school organizations have come to parallel rather closely the democratic practices enjoyed in adult life.
APPENDIX

Questionnaire Furnishing Data for Table 1

 Cooperation

You know that cooperation means working together. At school teachers and pupils work together. Some pupils work with their teachers for one reason while others work for entirely different reasons. Below is a partial statement which is to be completed by one of the six responses printed under it or by a statement which you may write in if no one of the six exactly expresses your feelings. You need not sign your paper. Please check (with an X) the response which you honestly feel best completes the statement.

I believe that cooperation occurs in William James Junior High School between teachers and pupils because:

1. They are afraid that they will be punished if they do not.

2. They give up certain privileges and the teachers give up some of their privileges and the pupils and teachers stand on the same ground.

3. They are tricked into working with and for the teachers.

4. They know that if they work for the teacher she will reward them by giving a party, reading to them, telling them a story or by granting some such favor.

5. They want to be leaders and do the most good they can to themselves and others.

6. They know that by working together for the common good of the teacher and all the pupils the happiest results will be obtained.

7. 

67
Questionnaire Furnishing Data for Tables 2 and 3

To the Teachers and Pupils

In this set of multiple choice statements please put a check before that response which you think best describes our school. Consider all the school day, all the activities, and all your relationships. Judge each answer by your own personal feelings. Honest responses are desired. You need not sign your name. No attempt to learn your identity will be made.

Remember to check one, and only one, response after each partial statement.

May I express to you my sincere gratitude for taking your precious time to fill these blanks for me? Thank you a lot!

1. I believe that the school spirit at William James takes into consideration the best interests of
   ___ only the most popular pupils.
   ___ those pupils who make the best grade.
   ___ every pupil in attendance.

2. I believe that the spirit of the school respects the feelings of
   ___ only those children who hold honor cards.
   ___ only the children whose parents have good jobs.
   ___ all the pupils regardless of their ability, social standing, or appearance.

3. In our school the feeling of security (being safe in his position in the group) is shared by
   ___ very few pupils.
   ___ all the pupils.
   ___ the majority of the pupils.
4. The policy of our school with reference to the weak or the needy is to

   ___ embarrass them publicly.
   ___ protect and care for them in a way that enables them to keep their self-respect.
   ___ keep them in the background.

5. In our school the sense of belonging (being recognized as one of the group) is felt by

   ___ only the children of the well-to-do.
   ___ only the children who need special medical or dental attention.
   ___ the majority of the children.

6. Our school uses selfishly in order to advertise its program

   ___ any gifted or talented child.
   ___ any willing child.
   ___ no child.

7. The school operates on the assumption (belief) that its curriculum will aid in improving

   ___ the brightest pupils.
   ___ a few of the average pupils.
   ___ the majority of the pupils.

8. The school has for its social aim the greatest possible development of

   ___ a chosen few.
   ___ each individual.
   ___ about half of the pupils.
9. The school assumes that it is to the best interest of all to accomplish the maximum development possible for

___ every individual.
___ the brightest pupils.
___ the underprivileged.

10. Wherever there is a natural gift such as the ability to draw, to sing, to play upon a musical instrument, to make scientific progress to write, etc., the school provides for and encourages the development of the talent in

___ every child so blessed.
___ those children who can afford to pay for special lessons.
___ only the children whose parents are unable to pay for special lessons.

11. The school encourages each pupil to

___ develop his own unique personality.
___ conform to a uniform behavior pattern.
___ do exactly as he pleases at all times.

12. The school assumes that the children are capable of deciding upon the best course of behavior through the exercise of

___ reason.
___ hatred.
___ fear.
Place an X before statements that you think are true and an O before statements which you consider false.

___ 1. Our school appeals to reason rather than to force to secure its ends.

___ 2. Our school permits armed force under public control only. (Our school lets no child or teacher bring fire arms to school for the purpose of maintaining order).

___ 3. We at our school believe that a person becomes free and effective by exercising self-restraint rather than by having restraint imposed upon him by external authority.

___ 4. The school imposes only such regulation as is judged by society to be necessary for safeguarding the rights of others.

___ 5. It is assumed that all persons have equal rights to life, liberty, and the pursuit of happiness.

___ 6. Rights and opportunities granted to one pupil are granted to all.

___ 7. Our school would like to see a condition insuring standards of living in which every individual can retain his own self-respect and unabashed make his peculiar contribution to the society in which he lives.

___ 8. Our school permits no difference to be made between pupils because of birth, race, religion, or wealth.
9. The school recognizes the desire of the pupils to govern themselves and a willingness to assume responsibility.

10. The school holds that government derives its powers solely from the consent of the governed.

11. The school tests its regulations by the amount of success they have in promoting the welfare of the pupils.

12. The school places the responsibility of making its general policies upon the individual pupil.

13. The school requires the pupils to regard highly their duties and responsibilities of citizenship.

14. The school holds that the pupil deserves no better government than they exert themselves to obtain.

15. The school believes that the decisions concerning general policies made by the pooled (combined) judgment of the largest number of interested and informed individuals are, in the long run, the wisest.

16. Each vote has equal value.

17. The school believes that a child grows best and most by actively and intelligently exercising his right to share in making decisions on general policy.
18. The school furnishes materials that will enable children to make wise decisions on general policy and encourages the use of this information.

19. The school provides free education for each child as long as it is profitable for him to continue in school.

20. The school attempts to spread among the people of the community the ideals, the knowledge, the standards of conduct, and the spirit of fair play which promote a sense of equality.

21. The school permits the unhampered expression of everyone's opinions on public policy.

22. The school guarantees the right of free expression of opinions on all matters, subject to reasonable libel laws.

23. The school thinks that all who are bound by the decisions of broad policy should have an opportunity to share in making them.

24. The school demands that the minority live in accord with the decisions of the majority, but grants the minority the right to attempt to change the decisions.

25. The school encourages exercising tolerance to others without sacrificing the strength of convictions favoring different notions and practices.
26. The school accepts the student council government as an economy necessitated by the size of the student body.

27. The school elects certain officers because of their peculiar ability in definite areas of action, but it retains the right to replace these officers for just reason.

28. The school develops in the pupil a steadily increasing sense of obligation to a constantly enlarging social group.

29. The school creates in the pupil a willingness to sacrifice personal comforts for the recognized general welfare.

30. The school stimulates a hope of constant betterment and provides means which the ambitious and earnest may use.

31. The school encourages the pupil to reappraise things as they are and to work toward action for future betterment.

32. The school encourages the use of peaceful means for promoting and bringing about change.

33. The school holds that not even the majority has the right to violate the civil liberties of an individual.

34. The school allows unrestrained association and assembly for the promotion of public welfare by peaceful means.
35. The school recognizes and protects the rights of individuals to associate themselves for the promotion of their own interest in any ways that are not incompatible with the general welfare.

36. The school permits the child to select his own subjects in so far as his selection includes the required subjects.

37. The school guarantees the child the rights to enjoy the honor that comes from having done his work well.

38. The school encourages individual initiative of a constructive nature.

39. The school teaches that human rights are more important than property rights.

40. The school takes care of its plant, grounds, books, etc. so that the greatest possible number of pupils may enjoy them over a long period of years.

41. The school insures the pupils the right of self-government so long as this right is respected and operative for the best interest of all.

42. The school assumes a child to be innocent of an offense until he is found guilty.

43. The school guarantees the child that he will not be persecuted by any teacher.
44. The school provides that no individual be deprived of liberty or property without due cause.

45. The school grants to each child religious freedom.

46. The school separates school and church.

47. The school provides such security, freedom, opportunity, and justice for all its members that they will be qualified and ready to make sacrifices in defense of its way of life.

48. The school keeps growing and living by continued education as to its meanings and purposes.
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