APPLYING DEMOCRATIC PRINCIPLES
TO SOCIAL STUDIES PRACTICES

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APPLYING DEMOCRATIC PRINCIPLES
TO SOCIAL STUDIES PRACTICES

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CHAPTER I

INTRODUCTION

Selection of the Problem

Source.--The problem is to determine how a philosophy of democracy can be translated into democratic action in teaching social studies in the senior high school. The selection of this problem is due to an active concern over the apparent continued failure of the great majority of schools to utilize democratic techniques of teaching social studies, in spite of the fact that most teachers and administrators profess to have a democratic philosophy.

The discrepancy between philosophy maintained and teaching methods used obviously constitutes a factor contributing to the disequilibrium of the individual teacher, and consequently to the teacher's failure to educate students in the democratic way of life. In order to make the concepts of democracy more meaningful, this study attempts to express in concrete terms the actions characteristic of the high school student who is functioning in accordance with the concepts of democracy, and to determine sound educational techniques for developing such individuals.

Justification of the problem.--The American way of life, based on the ideals of democracy, has been steadily evolving
with man's progress, but the simple essence of democracy has remained the same.

It is based on three faiths that are necessary for democracy. The first essential faith is that the maximum happiness of every individual is the purpose of all human association. The second is that every human personality is worthy of respect. The third is that the wisest decisions concerning broad social policies result from the pooling of opinions from the wisdom of all who are concerned.¹

Resting upon a few fundamental ideals, democracy has developed broad and complex meanings, which apply to all phases of human association today—social, economic, religious, and political. The elaboration of these basic ideals into their complexes has been the continuous task of democratic political leaders and philosophers. Study of the writings of these leaders reveals innumerable definitions and statements of principles and ideals, generally expressed in more or less abstract terms.

The teacher in a democracy must bring these abstract concepts to fruition in a very real classroom situation and guide pupils in developing the abilities, understandings, and attitudes which are the manifestations of the abstract principles of democracy. Teachers need a much more comprehensive understanding of democracy than can be obtained from knowing just the basic concepts. They need to be able to recognize in every activity, in every classroom and school

relationship, whether the pupils are learning and functioning democratically. Teachers also need techniques which will insure the attainment of those interests, abilities, understandings, and attitudes which are characteristic of the democratic individual. In these two needs is found justification for this problem.

Limitation and Scope of the Problem

Nature of the problem.—The study is primarily philosophical in nature. It involves a study of the documents which are basic to American democracy from which will be derived the basic concepts of democracy. These basic concepts will be elaborated and expressed as actions characteristic of the democratic high school student. Techniques of teaching which are consistent with the principles of democracy will be selected. The criteria thus obtained will be used to determine what techniques of teaching will further progress toward the attainment of democratic living in school.

Purpose of the study.—This study has a four-fold purpose:

1. To determine the basic principles of democracy.
2. To select techniques of teaching which are consistent with the concepts of democracy.
3. To apply the principles of democracy and techniques of teaching to teaching democratic living.
4. To express the basic principles in terms of action which is characteristic of the democratic high school student.
Source and Treatment of Data

The material for this study has been drawn from the following sources: books published by individual authors; publications of national educational associations, commissions, and societies; bulletins of state departments of education; published reports on curriculum construction in the social studies; and current literature. The data used are given in the bibliography for this study.

The study attempts to answer four questions:

1. What are the principles of democracy?
2. What actions are characteristic of a democratic high school student?
3. What techniques of teaching are consistent with the principles of democracy?
4. How can these techniques be applied to teaching social studies in senior high school?

Definition of Terms

The concept of the term "democracy" is implied in the principles and characteristics which are selected.

"Senior high school" will be used to mean the last three years of the secondary school.

The term "social studies" will be used to mean that part of the school program which embraces all thought and action involved in human relationships. This conception of the social studies is expressed in the Texas State Department of
Education Bulletin, Teaching the Social Studies in Junior and Senior High Schools of Texas,\textsuperscript{2} and in the Fourteenth Yearbook of the Department of Superintendence, The Social Studies Curriculum.\textsuperscript{3}

Related Studies

The faculty of Teachers College, Columbia University, in 1940 proposed a Creed of Democracy\textsuperscript{4} which is an elaborated statement of the ideals of democracy. The creed did not include specific characteristics of the democratic individual, nor was it applied to the teaching of social studies.

The Educational Policies Commission's Learning the Ways of Democracy\textsuperscript{5} is a case study of civic education. The Commission developed twelve "Hallmarks of Democratic Education" and selected activities which appeared to carry them out. The "Hallmarks" are generalizations which do not give clear meaning to the many ramifications of democracy.

Another study related to the problem considered here is that made by the Department of Secondary School Principals.

\textsuperscript{2}Texas State Department of Education, Teaching the Social Studies in Junior and Senior High Schools of Texas, Bulletin, Vol. XIV, No. 12.

\textsuperscript{3}The Social Studies Curriculum, Fourteenth Yearbook of the Department of Superintendence.


\textsuperscript{5}Educational Policies Commission, Learning the Ways of Democracy, p. 87.
and reported in the Bulletin. In the study made by this group, the whole school curriculum was examined with particular reference to its place in American democracy, and a searching analysis was made as to what is known of the psychology of learning. From this study, certain deductions were drawn that the secondary school principals held were essential to a curriculum. This study was not applied to a specific phase of the school curriculum as the present study is.

In her master's thesis, "The Application of Democratic Cooperative Procedures to the Administration of Curriculum Revision," Janie Shands selected procedures based on cooperation implied in American democracy and applied them to the administration of curriculum revision. Her study did not apply to specific techniques of teaching as does the present study.


Golson's study recommends a cooperative planning approach, but, unlike the present study, does not go into detail concerning teaching techniques.

John R. Berry, in his doctor's thesis, "Current Conceptions of Democracy," made a study which is related to the present study. Berry surveyed an enormous amount of literature of all types to collect the concepts of democracy expressed. From several hundred concepts thus obtained he constructed an instrument to determine the popular acceptance of the concepts. Berry's study did not concern itself with the application of the concepts to the teaching field.

CHAPTER II

ANALYSIS OF THE PRINCIPLES OF DEMOCRACY

Basis of Analysis

The purpose of this chapter is to analyze the three documents which are the primary basis of American democracy and to determine the basic principles of our democracy.

Three documents are the primary basis of American democracy. These documents, the Declaration of Independence, the Preamble of the American Constitution, and the Constitution, are recognized by the people of the United States as being the basis of our government, and thus are irrefutable as sources from which to derive the principles of American democracy.

The Declaration of Independence

From the crucible of revolution came words and ideals which have etched permanently in the fabric of American political thought the concept that governments are of, by, and for the whole people. Our nation is born of revolution and the blood of men striving for their "unalienable" rights. The words of Daniel Webster help establish the context in which the Declaration of Independence was written:

We may not live to the time when this Declaration shall be made good. We may die; die, colonists; die,
slaves; die, it may be, ignominiously and on the scaffold, but whatever may be our fate, be assured that this Declaration will stand.  

From the Declaration, we derive these principles:

1. Governments are created by, and "derive their just powers from the consent of the governed."  

2. Life, liberty and the pursuit of happiness "are unalienable rights of all men."  

3. It is the right of the people to "alter or abolish" forms of government "that have become destructive of their aims," and to lay their "foundations on such principles and organize their powers in such form as to them shall seem most likely to affect their safety and happiness."  

Preamble to the American Constitution

The men who formulated the constitution did not conceive of their work as being of divine origin, or even as the perfect product of the human mind. That they recognized the constitution they sought to establish was incomplete is indicated by Franklin's words:

I confess that I do not entirely approve of this constitution at present; but sir, I am not sure I shall never approve it, for, having lived long, I have experienced many instances of being obliged, by better information or fuller consideration, to change opinions even on important subjects, which I once thought right, but found to be otherwise. I doubt, too, whether any

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1Daniel Webster, "Sink or Swim," quoted by Gertrude Van Duyn Southworth and John Van Duyn Southworth in The American Way, p. 47.

2The Declaration of Independence.

3Ibid.

4Ibid.
other convention we can obtain may be able to make a better constitution; for, when you assemble a number of men, to have the advantage of their wisdom, you inevitably assemble with those men all their prejudices, their passions, their errors of opinion, their local interests, and their selfish views. From such an assembly can a perfect production be expected?"

The document was conceived as being dynamic, since the founding fathers realized that their creation was subject to the limitations of the men who made it. Provisions were made for amending the constitution they produced, thus providing machinery whereby the people might peaceably adjust their government to their changing needs. One of the concepts we must derive from the Preamble and the Constitution is that society and government are dynamic, and that the principles expounded in these documents are not ultimate or final, but subject to the refinements that greater insight may indicate are necessary. However, until our people change these documents, the principles we derive from them must stand as the basis of our democracy.

These principles are derived from the Preamble:

1. To form a more perfect union
2. To insure domestic tranquility
3. To promote the general welfare
4. To establish justice

5Daniel Webster, "Sink or Swim," quoted by Gertrude Van Duyn Southworth and John Van Duyn Southworth in The American Way, p. 50.
5. To provide for the common defense
6. "To secure the blessings of liberty to ourselves and our posterity."6

The Constitution

These principles are derived from the Constitution:
1. "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof."7
2. "Congress shall make no law... abridging the freedom of speech, or the press,
3. "Congress shall make no law abridging the right of the people peaceably to assemble, and to petition the government for redress of grievances."8
4. "The right of the people to keep and bear arms shall not be infringed."9
5. "The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated."10
6. "Slavery and involuntary servitude shall not exist within the United States."11
7. All persons are "entitled to equal protection of the law."12

6Preamble to the Constitution of the United States.
7The Constitution of the United States, Amendment I.
8Ibid.
9Ibid., Amendment II.
10Ibid., Amendment IV.
11Ibid., Amendment XIII.
12Ibid., Amendment XIV.
8. "The rights of citizens of the United States to vote shall not be denied or abridged... on account of race, color, or previous condition of servitude." 13

9. "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens." 14

10. "The rights of citizens to vote shall not be denied or abridged... on account of sex." 15

Summation of Documents

Examination indicates that some items in the above lists are aspects of other items in the lists, and thus should be combined to give a list of mutually exclusive principles.

The first principle from the Declaration is: Governments are created by, and "derive their just powers from, the consent of the governed." 16 According to Webster's definition, the word "consent" is derived from Latin, "consentire, -sensusum, to feel together, agree." The archaic form which is used in our constitution is given as, "To agree; to be in harmony or concord, especially in opinion, statement, or sentiment, to be of the same mind." 17

Applying this concept to a consideration of some of the principles derived from the constitution makes it obvious that they are aspects of government by "consent of the governed,"

13 Ibid., Amendment XV.  
14 Ibid., Amendment XIV.  
15 Ibid., Amendment XIX.  
16 The Declaration.  
17 Webster's New International Dictionary.
and as such are merely parts of the principle that: governments are created by, and derive their just powers from the consent of the governed. The following are believed to fall into this category:

1. "All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens."\(^{18}\)

2. "The rights of citizens of the United States to vote shall not be denied or abridged. . . . on account of race, color, or previous condition of servitude."\(^{19}\)

3. The "rights of citizens to vote shall not be denied or abridged on account of sex."\(^{20}\)

The second principle from the Declaration is: Life, liberty and the pursuit of happiness are unalienable rights of all men. Merely bringing certain of the principles together and comparing them is sufficient to indicate that they are aspects of the second principle from the Declaration.

1. "Slavery and involuntary servitude shall not exist within the United States."\(^{21}\)

2. All persons are "entitled to equal protection of the law."\(^{22}\)

3. "The rights of the people to keep and bear arms shall not be infringed."\(^{23}\)

\(^{18}\)The Constitution, Amendment XIV.

\(^{19}\)Ibid., Amendment XV.

\(^{20}\)Ibid., Amendment XIX.

\(^{21}\)Ibid., Amendment XV.

\(^{22}\)Ibid., Amendment XIV.

\(^{23}\)Ibid., Amendment II.
4. "The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated."\textsuperscript{24}

For the purposes of this study, it also seems desirable and legitimate to group six of the items as one "principle" which is a statement of the purposes of American government. The following have been grouped in that manner:

The purposes of American government are:
To form a more perfect union
To establish justice
To insure domestic tranquility
To provide for the common defense
To promote the general welfare
"To secure the blessings of liberty to ourselves and our posterity."\textsuperscript{25}

**Principles of American Democracy**

From an analysis of the documents which are primarily basic to American democracy, the Declaration of Independence, the Preamble to the Constitution, and the Constitution of the United States, we have derived these principles of American democracy:

1. Governments are created by, and "derive their just powers from the consent of the governed."\textsuperscript{26}

\textsuperscript{24}Ibid., Amendment IV. \textsuperscript{25}The Preamble. \textsuperscript{26}The Declaration.
2. The purposes of American government are:
   To form a more perfect union
   To establish justice
   To insure domestic tranquility
   To provide for the common defense
   To provide the general welfare
   "To secure the blessings of liberty to ourselves and our posterity."²⁷

3. Life, liberty and the pursuit of happiness are unalienable rights of all men.

4. Freedom of religion is assured by the government.

5. Freedom of speech and of the press is assured by the government.

6. The right of the people peaceably to assemble and to petition the government for redress of grievances is assured by the government.

7. It is the right of the people to "alter or abolish forms of government that have become destructive of their aims," and to lay their "foundations on such principles and organize their powers in such form as to them shall seem most likely to affect their safety and happiness."²⁸

²⁷The Preamble. ²⁸The Declaration.
CHAPTER III

ANALYSIS OF EDUCATIONAL TECHNIQUES

Contrast of Traditional and Modern

The purpose of this chapter is to analyze the techniques of education and select those which are consistent with the principles of democracy. From a review of the literature in the field, contrasts will be drawn between the traditional and modern practices, and the results of certain research studies will be used in determining what techniques will be accepted by this study.

William H. Burton, in The Guidance of Learning Activities, sets up as the immediate principles of guidance the following:

a. Begin with pupils' own questions, problems, arguments, real-life activities; aid them in formulating their own purposes.

b. Help them to adopt the accepted purposes of their own group, eventually the desirable purposes of their own society.

c. Allow for democratic procedure in planning, developing ways and means, choosing and carrying on activities, so that each individual can suggest plans, contribute ideas, materials, etc. The teacher as a part of the group also contributes ideas and lets pupils participate in judging her suggestions. Because of her longer view and more mature experience, she guides their purposing, planning, and activity beyond the immediate and the trivial.

d. Welcome suggestions and build up a mutuality of purpose, aim, and morale.

e. Make the experience so vivid and so much a part of the learners' lives that the experience itself suggests further purposes to be explored.
f. Recognize the need for reevaluating goals and for changing them as they are approached, so that valuable guidance and growth can result.

g. Provide opportunity for decisions to be made, allowing (within safe limits) the individual to make his own; refrain from making decisions for learners. Accept mistakes as normal.

h. Help each individual to recognize his assets and liabilities in terms of his possible contributions to group activities, to develop accordingly, and to accept satisfactions in terms of his own level of ability. 1

Having established these principles of guidance, Burton proceeds to contrast the extent to which these principles are applied in the modern and traditional practice.

The outline below summarizes in sharply contrasting form the chief differences between the older and the newer practices. For the sake of contrast the more striking differences are emphasized. The older procedure is not as stereotyped, nor the new so perfect as would appear here. Many variations of each procedure and mixtures of the two are to be found in actual practice.

The points listed under the headings of the older practice are roughly in order of progression from the badly stereotyped to the more sound.

<table>
<thead>
<tr>
<th>The Assignment-Study-Recite-Test Stereotype</th>
<th>The Functional Organization Utilizing Pupil Purpose and Socially Significant Material</th>
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</thead>
<tbody>
<tr>
<td>I. ASSIGNMENT</td>
<td>I. INITIATING A UNIT</td>
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<tr>
<td>Arbitrary assignment of pages, exercises, topics, or chapters</td>
<td>Cooperative selection and definition of a purpose or purposes (pupil- or teacher-initiated). Pupil acceptance the important thing</td>
</tr>
<tr>
<td>Intellectual preparation through recall of related information (Herbartian)</td>
<td>Cooperative organization of plan of attack</td>
</tr>
<tr>
<td>Differentiated assignments—minimum essentials for all plus enrichment—two and three-track systems</td>
<td>Cooperative distribution of work and contributions</td>
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<tr>
<td>Problems and projects with varied assignment</td>
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</tbody>
</table>

II. STUDY

Unsupervised individual study of assigned text
Supervised study of assigned text
Unsupervised or supervised study of supplementary references
Study coach for individuals and small groups
Home rooms
Formal teaching of study procedures

III. RECITATION

Individual answers to fact questions
Individual and group reports
Socialized recitation

IV. TESTING

Essay tests containing arbitrarily selected questions
Standardized objective tests
Home-made objective tests

IV. DEMONSTRATION OF LEARNING

Balanced and tested essay questions with explicit methods of marking
Inventories, interviews, case studies
Problem-situation tests
Observation of behavior
Various techniques for observing and recording behavior
Anecdotal records

OTHER ASPECTS

Traditional Instructional Practice

Memorization of subject matter
Repetition of formulas and recipes
Ability to follow recipes
Achievement of adult

Modern Instructional Practice

I. OUTCOMES

An integrated and integrating individual
Controls of conduct such as: Understandings, Appreciations and Attitudes, Special Abilities
designated levels of skill through drill in isolation from use

Achievement of levels of skill suited to level of maturity through practice related to use and purpose

VII. THE TEACHER
A task-setter and drill-master. (Often kindly and sympathetic but nevertheless a task-master.)
A participating guide and stimulator

VIII. THE PUPIL
A docile performer of tasks, a follower of recipes
A failing pupil is stupid or perverse
An active, free participator in determining, organizing, and carrying out learning situations
A failing pupil needs diagnosis to discover factors interfering with normal growth

The two teaching procedures contrasted above cannot possibly produce the same results. The one aims at molding individuals to conformity with a static and authoritarian society through unrelieved imposition of selected segments of the cultural heritage. The other aims at developing responsible, creative individuals who will realize their unique possibilities within a flexible, cooperatively determined society. This group will discover the cultural heritage instead of having it thrust upon them. More important, they will discover how it was produced, and hence what it means.

From this contrast of the over-all teacher-learning

\[\text{\textit{Ibid.}, p. 227.}\]
situation, we go to a contrast of the unit used in the modern
and traditional methods. The following contrasts have been
adapted from L. Thomas Hopkins', *Interaction: The Democratic
Process:*

<table>
<thead>
<tr>
<th>CHARACTERISTICS OF A SUBJECT MATTER UNIT</th>
<th>CHARACTERISTICS OF AN EXPERIENCE UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The unit is prepared in advance of teaching it, or in advance of learning the subject matter by pupils.</td>
<td>1. An experience unit begins with a felt need of an individual or group of individuals.</td>
</tr>
<tr>
<td>2. The subject matter of a subject unit is always prepared in retrospect.</td>
<td>2. The viewpoint in the experience unit is that of a group of individuals facing a situation, not looking back upon a situation which has already been lived.</td>
</tr>
<tr>
<td>3. The subject matter selected is usually organized from the simple to the complex.</td>
<td>3. In an experience unit the stuff of experience is selected and organized in the process of living in the experience or as the pupils and teacher live through the experience together.</td>
</tr>
<tr>
<td>4. Subject-matter units are taught in a relatively short time.</td>
<td>4. An experience unit cuts across subject lines.</td>
</tr>
<tr>
<td>5. Subject-matter units are usually centered in the past.</td>
<td>5. An experience unit is characterized by a great variety of types of activities of learners.</td>
</tr>
<tr>
<td>6. Adults who make subject-matter units usually rely upon books as the resource for teaching and learning.</td>
<td>6. An experience unit is centered in the present, since it always begins with a present need of individuals.</td>
</tr>
<tr>
<td>7. The teacher controls the process, which means the purposes, materials, methods, sequences, and final results.</td>
<td>7. In an experience unit there are no fixed learnings which are required of everyone.</td>
</tr>
</tbody>
</table>

8. In the experience unit there is no fixed-in-advance, standardized method of measurement of evaluation.

9. The experience unit reveals new needs to be met and new interests to be explored.

10. The experience unit is organized around the developing purposes of pupils.

11. An experience unit is always written after the experience.

12. An experience unit usually closes with a forward rather than a backward look.

13. The experience unit is based upon the integrating conception of learning.

In each of the contrasts drawn above, emphasis is placed upon "integrating" experience, and upon the "integrating" individual. An understanding of the concept of integration is essential to the evaluation of the worthwhileness of the experience type unit. One of the most concise statements of the concept of integration is given by William A. Smith:

What is the essence of integration? Fundamentally, it involves school patterns or learning situations which make it possible for youth to grapple with the real rather than the spurious. In order to be real, a learning situation must meet certain conditions: (1) It must revolve about problems which are germane to youth; (2) it must be concerned with vital and crucial aspects of the world in which youth is learning to live; and (3) it must call for dynamic and creative behavior on the part of the learner. A sound integrated curriculum would thus consist of a succession of natural and vital units of experience, each centering about a real
problem, each drawing upon subject-matter as needed, irrespective of boundary lines, and each eventuating in growth in capacity to live. The essence of integration lies in the use of subject-matter by the learner rather than in the removal of boundary lines by teachers. It is a dynamic and creative process.\(^4\)

To elaborate further the concept of the integrating and the disintegrating individual, we examine the contrast provided by Hopkins in his Integration.\(^5\) The following has been adapted for our purposes from pages two, three and four of Integration:

\[\ldots\] The integrating individual:
1. Makes wide contact with the environment.
2. Approaches the ensuing disturbances or problems with confidence, courage, hope, optimism.
3. Collects, selects, and organizes material for the solution of these problems.
4. Draws relevant conclusions.
5. Puts into practice the conclusions in changed behavior.
6. Takes responsibility for the consequences of his behavior.
7. Uses feelings either as instruments or ends as compatible with the preservation of wholeness.
8. Organizes pertinent aspects of his successive experiences so that they are better available for use in subsequent experiences.

\[\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\]

\[\ldots\] The disintegrating individual:
1. Moves within a narrow, increasingly circumscribed environment.
2. Attempts to escape the disturbances or problems which movement in such limited environment raises.
3. Meets only those disturbances from which there is no escape with a feeling of inferiority, inability to solve the problem, lack of confidence, and in many cases, with despair.


\(^5\) L. Thomas Hopkins, Integration, pp. 2-4.
4. Collects materials for the solution of problems more emotionally than thoughtfully.
5. Organizes materials on the basis of feeling rather than intelligence.
6. Draws highly irrelevant conclusions with increasing frequency.
7. Reviews and modifies conclusions without the addition of new and pertinent data.
8. Acts with undue caution and restraint in translating his conclusions into overt behavior.
9. Accepts the consequences of his behavior unwillingly when the invalidity or irrelevancy of his conclusions has been established.
10. Withdraws to a greater degree within his environment, thus tending to escape more disturbances, and thereby building greater lack of confidence in himself to meet reality.
11. Finds an outlet for the presentation of his integrity in an imaginary world, thus developing a disassociated and disintegrating personality.\(^6\)

In his master’s thesis, "An Evaluation of the Approaches to the Social Studies," L. R. Golson set up the following criteria for evaluation:

The approaches to the social studies would have to be organized so as to obtain the following:
1. Insure cooperative action for the common good.
2. Assure each individual of continuous enjoyment of the basic civil liberties.
3. Provide for the welfare of each individual.
4. Assure all of an opportunity to share in determining the purposes of their activities, how the purposes are to be attained, the evaluation of results, and consideration of the next steps.
5. Develop situations in which students can progressively assume responsibilities.
7. Assure the students of the necessary knowledge of democratic living.\(^7\)

It was further determined that, in order to be consistent

\(^6\)Ibid.

\(^7\)Golson, \textit{op. cit.}, p. 104.
with what is known of the ways in which effective learning takes place, social studies approaches would attain the following:

1. Provide situations in which the learner can see the relationship between what he experiences and his own welfare.
2. Insure the growth of activities out of the experience of the learner.
3. Assure a wide variety of learning situations in which students can engage with a satisfying degree of success.
4. Make essential the development of learning situations in which students can engage with a satisfying degree of success.
5. Provide learning situations that insure the mating of thought and action.
6. Insure participation in learning situations that resemble closely those in which the learning is to be used.
7. Insure the development of special abilities in socially desirable ways.\(^8\)

Golson applied the criteria listed above to the various approaches to the social studies, and recommended the cooperative planning approach, which he characterized with the following statements:

1. It is exploratory and experimental.
2. It increasingly makes the individual the center of the program.
3. The democratic processes are followed in the development of the school program, in the selection of problems, in the determination and achievement of purposes, and in sharing in the assumption and carrying out responsibilities.
4. The starting point seems to be in the question, 'What is best in this situation?'
5. Training in the skills of effective democratic living is a part of the entire school program.
6. Thought and action are combined in the activities.

\(^8\)Ibid., p. 105.
7. Activities engaged in are those that the individual or group is concerned about.
8. Subject content is used as the student's need demands it in the solution of the problem.
9. Leadership tends to become centered in group activities.
10. Any pattern that develops is the result of the working relationship of each group.
11. The activities engaged in are in large part those that grow out of the experiences of the student.9

From this contrasting of the traditional and modern educational techniques, it is evident that the techniques which are consistent with the principles of democracy are those of the experience curriculum which utilize the cooperative approach. Only by utilizing the techniques exemplified by the cooperative planning approach can the school hope to help young people become the integrating individuals necessary to the attainment of the democratic ideals toward which our country strives.

Summary

The evidence reviewed in this chapter, which is representative of some of the best research and thinking in the field, indicates that the cooperative planning approach, utilizing experience units, offers the best opportunity to develop students into integrating individuals capable of carrying out the complex functions required in the atomic age.

To bring more sharply into focus the characteristics of

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9Ibid., p. 94.
experience units, the following summary of characteristics is made:

1. Purpose or purposes are selected and defined cooperatively.
2. The plan of attack is organized cooperatively.
3. Work and contributions are cooperatively distributed.
4. Pupils are encouraged to participate actively in determining, organizing, and carrying out learning activities.
5. Information and techniques needed in solving problems are utilized regardless of the subject-matter field from which drawn.
6. Levels of skill suited to the level of maturity of the pupil are achieved through practice related to use and purpose.
7. Conclusions are put into practice in changed behavior.
8. Emphasis is placed upon recognizing new needs and interests to be explored.
9. The teacher constantly strives to avoid interrupting integrating experiences by providing adequate guidance and materials, and by removing the obstacles which might impede the integrative process of learning.
10. In group activities, the group formulates its own procedures, does its own planning, carries out the plans, and evaluates the results under the guidance of the teacher-participator.
11. The student government is responsible to the students.

12. Since legal responsibility for certain aspects of the school life cannot be delegated, the administration indicates the scope of responsibility beyond which the student government cannot function.

13. The authority of the student government is not abridged by the administration.

14. "Rules" are made by the groups which are to obey them.

15. The school avoids "setting up" student organizations, clubs or activities, but guides the students in establishing whatever organizations and facilities they need, and for whatever purposes they may designate.

16. Activities begin with pupils' own questions, problems, arguments, real-life activities. The teacher aids them in formulating their own purposes.

17. Every student is guided into accomplishments which will insure his feeling "successful."

18. If a student does not feel successful, the school recognizes that it is failing to meet the needs of that pupil.

19. Students are helped to adopt the accepted purposes of their own groups and eventually the desirable purposes of their own society.

20. Unsupervised group and class meetings are encouraged.
21. Suggestion boxes are provided so the students may feel free to contact the administration.

22. Each individual is helped to recognize his assets and liabilities in terms of his possible contributions to group activities, to develop accordingly, and to accept satisfaction in terms of his own level of ability.

23. Situations which will require the analysis of authoritative statements and of propaganda are utilized to help students become skilled in recognizing the devices used to influence public opinion.

24. Ample opportunity is provided for gaining information relevant to real problems, discussing it, arriving at conclusions, and disseminating information.

25. Controversial issues are considered wherever they are pertinent in any way.

26. Student publications are uncensored products of the students (except for preservation of standards of decency).

27. Opportunity is provided for decisions to be made, allowing (within safe limits) the individual to make his own.

28. Since the right to abolish is the final test of the right to control, student-teacher cooperative planning carried to its logical conclusion must recognize that progress hinges on the exercise of this right to "alter or abolish," and to reestablish agencies to serve new or revised purposes.
CHAPTER IV

APPLICATION OF PRINCIPLES OF DEMOCRACY
AND TECHNIQUES OF TEACHING TO
TEACHING DEMOCRATIC LIVING

The purpose of this chapter is to consider the ways in which the techniques of teaching could be utilized in achieving each of the principles of democracy. The principles of democracy will also be elaborated into some of their complex meanings, with special emphasis on the high school situation; and examples of contrasted action will be given, illustrating the detailed functioning of the concepts of democracy in one instance and the absence of functioning concepts in the other.

Utilizing the Techniques of Teaching in Achieving the Principles of Democracy

In order to provide for democratic living in the classroom the teacher must have a real understanding of what constitutes democratic action. Each of the principles discussed in Chapter II will be considered in terms of its achievement through the teaching techniques which were selected in Chapter III.

1. Governments are created by, and "derive their just
powers from the consent of the governed. In developing the principles, special attention was given to the derivation and meaning of the word "consent." Consent, as here used, implies full opportunity to participate in and understand the programs and contemplated action of the government. It is essential that each pupil participate in determining purposes, planning, executing plans, evaluating results, and projecting next steps. This means that in school democratic living (as elsewhere), when a group is confronted with a problem, all concerned participate in its solution. Implied in this is the assumption that the final authority rests with the people concerned, and that "consent" can only be given after understanding has been achieved.

To translate belief in this principle of democracy into democratic action the teacher should be especially concerned that she use the following from the techniques considered in Chapter II:

a. The school avoids "setting up" student organizations, clubs or activities, but guides the students in establishing whatever organizations and facilities they need, and for whatever purposes they may designate.

b. The student government is responsible to the students.

c. The forms, procedures and "rules" are established by the groups who are to use them or be subject to their jurisdiction.

\footnote{The Declaration.}
d. Since legal responsibility for certain aspects of school life must rest with the administration, the administrator indicates the scope of responsibility beyond which the student government cannot function.

  e. The authority of student government is not abridged by teachers and administrators.

  f. In group activities, the group formulates its own procedures, does its own planning, carries out the plans, and evaluates the results under the guidance of the teacher-participator.

  g. Purpose or purposes are selected and defined cooperatively.

  h. Emphasis is placed upon recognizing new needs and interests to be explored.

  i. Conclusions are put into practice in changed behavior.

  2. The purposes of American government are: to form a more perfect union, to establish justice, to insure domestic tranquility, to provide for the common defense, to promote the general welfare, and "to secure the blessings of liberty to ourselves and our posterity."2

In these purposes is found the very essence of the cooperative approach. In these are found the basis upon which the individual must function, if he is to integrate in a

2The Preamble.
democratic situation. Social democratic living requires that each individual be trained to plan, decide, and to work cooperatively for the common good. In the literature on democracy, much is said of the "promotion of the general welfare," but in American life probably as little conscious effort has been put forth to attain this goal as has been put forth toward the realization of any other purpose. In fact, it appears that Americans "lean backward" for fear of infringing upon the welfare of the individual. There is little question but that individual welfare is often accomplished at the expense of the masses of people. Cooperative action for the common welfare has been "taught about" without helping students to accomplish cooperative action for the common good of the group where situations were possible for such to be done.

The attainment of these purposes of democracy in the classroom seems to hinge primarily upon the following teaching techniques:

a. Begin with pupils' own questions, problems, arguments, real-life activities; aid them in formulating their own purposes.

b. Help them to adopt the accepted purposes of their own group, eventually the desirable purposes of their own society.

c. Welcome suggestions and build up a mutuality of purpose, aim, and morale.
d. Provide opportunity for decisions to be made, allowing (within safe limits) the individual to make his own; refrain from making decisions for learners; accept mistakes as normal.

e. Help each individual recognize his assets and liabilities in terms of his possible contributions to group activities, to develop accordingly, and to accept satisfaction in terms of his own level of ability.

f. Encourage pupils to participate actively in determining, organizing, and carrying out learning situations.

g. Put conclusions into practice in changed behavior.

3. Life, liberty, and the pursuit of happiness are unalienable rights of all men. Belief in this principle of democracy prohibits adherence to the idea that the primary aim of education is to "prepare for life." Twenty-five million children have as much right to benefit from the operation of this principle as adults do. Education, as an aspect of life (not an appendage to, or separate from), must provide liberty for the child to the extent that he is not frustrated or repressed by administrative conditions or scholastic demands which are beyond his maturity level. Happiness can only be achieved in an environment in which one feels a sense of "belonging" and success. The only way of being certain that one is normal and valued by those around him is to note that one has been effective in meeting situations. Life confronts us steadily with new challenges, with
situations that test heretofore untried abilities, with situations of greater and greater complexity. Vigorous, aggressive assurance in attacking these new situations can emerge only from a feeling of possessing the capacity to deal successfully with them. Children need to feel adequate in capacity and skill to meet a fair proportion of the situations they are called upon to face. The continuous maintenance of integration by pupils is a criterion for the validation of both curricula and methods.

The following techniques of teaching seem to be especially pertinent to the principle considered above:

a. Every student is guided into accomplishments which will insure his feeling successful more often than he feels unsuccessful.

b. If a student does not feel successful, the school recognizes that it is failing to meet the needs of that pupil.

c. Levels of skill suited to the level of maturity of the pupil are achieved through practice related to use and purpose.

d. The teacher constantly strives to avoid interrupting integrating experiences by providing adequate guidance and materials, and by removing obstacles which might impede the integrative process of learning.

e. Conclusions are put into practice in changed behavior.
4. Freedom of religion is assured by the government. Separation of church and state, and the guarantee of religious freedom, is a cornerstone of democratic living. Man in his struggle to liberate the human spirit from the bonds of ignorance and feelings of inadequacy, has given intense allegiance to such varied and numerous religious beliefs that modern states can maintain cohesiveness only by promoting religious tolerance with the church clearly separated from the state. The school, as an agent of the state, has only the obligation to promote tolerance in whatever religious aspects may arise in school living. Those aspects of religion which may arise in school living should be given the same objective treatment accorded experiences in other areas.

Since religion is, constitutionally, out of the domain of the school, no specific teaching techniques could be indicated as being applicable to this principle, except, inasmuch as all the techniques are designed to develop integrating individuals, it could be said that all the techniques bear upon the realization of this principle.

5. Freedom of speech and of the press is assured by the government. The process of interaction is facilitated in proportion to the ease of exchange of ideas among individuals and segments of the population. In democratic living, full advantage must be taken of the creative potentiality of each individual and each group by assuring the opportunity for gaining information, discussing it, and disseminating opinions.
Belief in this principle of democracy makes unavoidable the consideration of controversial issues in whatever field they may arise. It also makes unavoidable exertion of special effort to develop skill in evaluating authoritative statements and detecting and analyzing propaganda. It is inevitable that some people will exercise their right to freedom of speech and press for malicious ends, and for personal gain and aggrandizement. Democratic school living should provide ample opportunity for students to become skilled in recognizing the devices used by such people to achieve their ends.

The following teaching techniques indicated in Chapter II seem to apply especially to attaining conformance with this principle of democracy in the classroom:

a. Ample opportunity is provided for gaining information relevant to real problems, discussing it, arriving at conclusions, and disseminating information.

b. Situations which require the analysis of authoritative statements and of propaganda are utilized to help students become skilled in recognizing the devices used to influence public opinion.

c. Student publications are uncensored products of the students (except for preservation of standards of decency).

d. Controversial issues are considered whenever they are pertinent in any way to the activities of the students.

e. Information and techniques needed in solving problems are utilized regardless of the subject matter field from which drawn.
f. Levels of skill suited to the level of maturity of the pupil are achieved through practice related to use and purpose.

g. Conclusions are put into practice in changed behavior.

6. The right of the people peaceably to assemble and to petition the government for redress of grievances is assured by the government. In school democratic living, this principle of democracy must be given a literal interpretation. Students should be allowed the same privilege of being heard by their "government" as is allowed the adult citizen. Merely recognition of this right is conducive to a more smoothly running school, because it lifts another of the bars of oppression. The cooperative planning method which encourages the full participation of all students, largely eliminates need for the exercise of this right; but, nevertheless, students should have the freedom implicit in it.

In applying this principle to democratic school living, the following teaching techniques seem significant:

a. Pupils are encouraged to participate actively in determining, organizing, and carrying out learning situations.

b. Emphasis is placed upon recognizing new needs and interests to be explored.

c. The teacher constantly strives to avoid interrupting integrating experiences by providing adequate guidance
and materials, and by removing the obstacles which might im-
pede the integrative process of learning.

d. Unsupervised group and class meetings are encouraged.

e. Suggestion boxes are provided so that students and 
teachers may feel free to contact the administration.

f. The scope of student government and groups is clearly 
defined, and their organizations are allowed to operate within 
that scope.

g. Conclusions are put into practice in changed be-
havior.

7. It is the right of the people to "alter or abolish" 
forms of government "that have become destructive of their 
aims," and to lay their "foundations on such principles and 
orGANize their powers in such forms as to them shall seem 
most likely to affect their safety and happiness." Government 
ments are created by the people to implement the accomplish-
ment of the purposes which they set up. When the people feel 
that any form of the government is not serving the ends for 
which they created it, it is their right to "alter or abolish" 
it.

The greatest of all revolutions in the whole 
history of mankind is the acceptance of creative evo-
lution as the proper role of man; for this will even-
tually transform the spirit and the institutions of 
education, of industry, and of government, opening 
a broad way into the realization of the highest and 
finest values of human life, in a form of associa-
tion where leaders no longer scream and curse and

3The Declaration.
threaten, and where men no longer shuffle, cringe, and fear, but stand erect in dignity and liberty and speak with calm voices of what clear eyes may see.\textsuperscript{4}

In school democratic living, students should, within the scope of the responsibilities given them, determine the forms of government, the purposes, and the rules under which they are to function. Further, they should determine the success or failure of these agencies, and should exercise their right to "alter or abolish" those forms which are not satisfactory to them.

The following teaching techniques seem to apply most specifically in conforming with this principle in teaching:

a. Since the right to abolish is the final test of the right to control, student-teacher cooperative living carried to its logical conclusion must recognize that progress hinges on the exercise of this right to "alter or abolish" and to reestablish agencies to serve new or revised purposes.

b. Pupils are encouraged to participate actively in determining, organizing, and carrying out learning situations.

c. Emphasis is placed upon recognizing new needs and interests to be explored.

d. Conclusions are put into practice in changed behavior.

\textsuperscript{4}Charles Merriam, \textit{The New Democracy and the New Despotism}, p. 262.
Actions Characteristic of the Democratic High School Student

The purpose of this section is to develop the basic principles of democracy, which were analyzed in Chapter II, into some of their complex meanings with special emphasis upon the high school situation. The elaboration of these basic ideals into their finer aspects has been the task of democratic political leaders and philosophers since the inception of our government. From a study of the literature of the field, the concepts which indicate the actions characteristic of a democratic citizen have been selected and grouped under the basic principle of which they seem to be primarily an aspect.

The following examples of contrasted action illustrate the detailed functioning of the concepts of democracy in one instance, and the absence of functioning concepts in the other. Under each statement of characteristic action, two examples are given. The first example indicates an action which seems to be characteristic of the democratic high school student. The second example is of the student failing to function democratically. In each example, the democratic action will be numbered corresponding to 1., a., (1) below; and lack of democratic action will be numbered similar to 1., a., (2) below.

1. Governments are created by, and "derive their just powers
from the consent of the governed."\(^5\)

a. The democratic high school student believes that "men can and should rule themselves."\(^6\)

(1) Participates actively in issues which involve his welfare.

(2) Passively accepts conditions around him.

b. The democratic high school student accepts his civic duties.

(1) He fulfills duties of elective offices to the best of his ability.

(2) He neglects the duties of offices to which elected, and fails to provide adequate representation for his constituents.

c. The democratic high school student "achieves leadership, rather than seizing it."\(^7\)

(1) Uses his abilities to contribute to the group welfare, and willingly accepts leadership when the group has need of the type of leadership of which he is capable.

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\(^5\)The Declaration.

\(^6\)Educational Policies Commission, *The Education of Free Men in American Democracy*, p. 68.

\(^7\)Harold Spears, *Secondary Education in American Life*, p. 366.
(2) Strangely seeks positions which he covets.

d. The democratic high school student seeks to understand social structures and social processes.

(1) Attends school and socio-civic group meetings and participates in the formulation of policies and programs.

(2) Does not participate in group activities which involve school, social, or civic activities.

e. The democratic high school student respects proper leadership.

(1) Cooperates with student-chosen group leaders and school officials.

(2) Does not support student leaders and is uncooperative toward school officials.

f. The democratic high school student "is loyal to the ideal of honesty, fair-mindedness, and scientific spirit in the conduct of the democratic process."8

(1) Offers objective evidence to support his statements and opinions.

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(2) Makes unsupported statements and "emotionalizes" issues.

g. The democratic high school student has "knowledge of the long struggle to liberate the human mind and civilize the human heart."\(^9\)

(1) Evaluates authoritative statements critically, and combats any attempt to censor free discussion, or free public education.

(2) Accepts the traditional way of doing things and strictly censors discussion of controversial issues.

h. The democratic high school student "believes the mass of people can be intelligent."\(^10\)

(1) Seeks to bring all concerned into consideration of problems.

(2) Tries to "railroad" discussions and programs.

i. The democratic high school student knows that "democratic self-government is dependent upon self-discipline and self-reliance."\(^11\)

(1) Is acquainted with the cooperative group procedure, and carries out his role in such a group.

\(^9\)Ibid.  
\(^10\)Spears, op. cit., p. 367.  
\(^11\)Ibid.
(2) Is self-assertive and egoistic in his manner of participation; breaks rules and expects immunity from the procedural rules.

j. The democratic high school student knows that "in a democracy the policy flows from the people."12

(1) Appraises the actions of elected student leaders and holds them accountable for carrying out the policies which the constituents want.

(2) Elects leaders and allows them to function as they see fit.

k. The democratic high school student "strives to extend and deepen his social concerns, and widens his areas of participation in social movements."13

(1) Participates in community group meetings and brings his increased understandings to bear on the school and its activities.

(2) Makes no attempt to gain wider understanding through participation or research.

1. The democratic high school student is able to


participate intelligently in working out the forms of group control.

(1) Offers suggestions as to types of organization and rules which he considers best for the group.

(2) Lacks the ability or knowledge to make constructive suggestions concerning group control.

m. The democratic high school student has the ability and willingness to "modify and adjust his actions to those of his associates so as to forward the group enterprises."\(^{14}\)

(1) Accepts the decisions which are finally arrived at by the group, and works in harmony with the group program.

(2) Does not abide by group decisions, and refuses to participate if he disagrees with accepted program.

n. The democratic high school student has the ability and willingness to "obey voluntarily the rules and procedures adopted by the group"\(^{15}\) in its plans or action.

(1) Helps formulate the rules, and knows the

\(^{14}\)Arthur D. Hollingshead, *Guidance in Democratic Living*, p. 44.

\(^{15}\)Ibid.
advantage it brings him as a member of the group to obey the rules. 

(2) Does not help in the formulation of rules for group action, and exercises his own individual interpretation of what to do in group situations.

o. The democratic high school student "can define problems clearly and follow an effective plan of attack in planning the solution."  

(1) Contributes his share of thinking in recognizing and defining problems, and is acquainted with techniques for solving problems.

(2) Is not coherently aware of problems facing his group, and can offer no suggestions in planning solutions.

p. The democratic high school student can "think independently and constructively in reference to group problems."  

(1) Gathers and evaluates data relative to group problems.

(2) Is unable to effectively carry on functions delegated to him by the group.

16Ibid.

17Ibid.
q. The democratic high school student is "willing to give responsibility with authority." 18

(1) Demands that group agents assume full responsibility for their actions, which are restricted only by group rules and regulations.

(2) Permits group and individual interference in the affairs of group agents.

r. The democratic individual is willing to face the truth of his own thinking.

(1) Applies facts to the problem at hand, and from his analysis follows the course of action indicated.

(2) Maintains biased position in the face of factual evidence which invalidates his ideas.

s. The democratic high school student is willing to "adjust his own views, and search for points of mutual agreement." 19

(1) Seeks to understand the viewpoints of others, and tries to recognize points on which agreement has been reached in order to concentrate thinking upon resolution of unsolved points.

18Congress on Education for Democracy, Education for Democracy, p. 85.

19Ibid.
(2) Stresses discussion of differences in points of view, and thus prevents resolution of conflicts.

2. The purposes of American government are:

To form a more perfect union
To establish justice
To insure domestic tranquility
To provide for the common defense
To promote the general welfare

"To secure the blessings of liberty to ourselves and our posterity."\textsuperscript{20}

a. The democratic high school student is "sensitive to the disparities of human circumstances."\textsuperscript{21}

(1) Does not participate in cliques based on economic status.

(2) Is a member of groups whose "exclusiveness" is based upon favorable economic status.

b. The democratic high school student is "tolerant of others, and respects their rights and opinions."\textsuperscript{22}

(1) Gives each group member equal

\textsuperscript{20} The Preamble.

\textsuperscript{21} Spears, \textit{op. cit.}, p. 366.

\textsuperscript{22} Ibid.
consideration, and gives weight to opinions on the basis of merit rather than source.

(2) Blocks participation of members who are considered "inferior" by ostracizing them.

c. The democratic high school student is "willing to give credit and recognition where due."

(1) Recognizes individual contribution to group activity, and is careful not to assume credit for work done by another.

(2) Feels that no one but himself can do constructive work, and will not recognize contributions of other individuals.

d. The democratic high school student "tolerates, respects, and values racial, cultural and political minorities."

(1) Points out in group discussions the contributions of the racial, cultural, and political minorities.

(2) Ridicules any group which does not conform to his own concepts.

e. The democratic high school student "vividly

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23Congress on Education for Democracy, op. cit., p. 393.

24Educational Policies Commission, The Education of Free Men in American Democracy, p. 68.
appreciates the nature and operation of democratic institutions."\textsuperscript{25}

(1) Sets up his organizations and activities in a democratic way and strives for their continued functioning in that way.

(2) Organizes activities and groups without regard to democratic procedure.

f. The democratic high school student has "knowledge of the weaknesses of American democracy."\textsuperscript{26}

(1) Safeguards democratic school institutions by demanding adherence to rules and procedures, and by constantly participating in the process.

(2) Allows breaches of procedure, and fails to keep in contact with the functioning of the organization.

g. The democratic high school student perseveres in "striving to bring about changes which he regards as necessary to the welfare of the group."\textsuperscript{27}

(1) Accepts decisions made by the group, but continues to advocate the course of action which he sees as being proper.

\textsuperscript{25}Congress on Education for Democracy, \textit{op. cit.}, p. 393.

\textsuperscript{26}Educational Policies Commission, \textit{The Education of Free Men in American Democracy}, p. 68.

\textsuperscript{27}Hollingshead, \textit{op. cit.}, p. 44.
(2) Gets on the band wagon when he sees which way the majority seem to be going.

h. The democratic high school student is unwilling to be "satisfied with a lower level of achievement than the group is capable of attaining." 28

(1) Evaluates the accomplishment of the group in terms of the extent to which it accomplished what it is capable of.

(2) Measures the accomplishment of the group against that of another group, or is satisfied with any semblance of accomplishment.

i. The democratic high school student is "willing to submerge his own individual interests for the good of all." 29

(1) Recognizes that his individual interest is inextricably interwoven with the interest of all and acts accordingly.

(2) Strives for immediate personal gain without anticipating the long range implications of his acts.

j. The democratic high school student realizes that

28Ibid.

29Congress on Education for Democracy, op. cit., p. 393.
he "has not only the right, but also the obligation to develop his talents." 30

(1) Works diligently to develop the abilities and techniques required for effective participation in a democratic environment.

(2) Fails to develop effective participation, and feels no responsibility to the group in this respect.

k. The democratic high school student "appreciates the social value of his work." 31

(1) Works to the end that his actions may further the group welfare, knowing that to be the most effective means of assuring his own welfare.

(2) Works for his own individual advancement, disregarding the fact that all his gains may be negated by group failure.

l. The democratic high school student is "loyal to the obligation and the right to work." 32

30 Ibid.

31 Educational Policies Commission, The Purposes of Education in American Democracy, p. 68.

(1) Contributes his full share in all activities, and participates fully in the benefits accrued to the group.

(2) Avoids or neglects to accomplish his share of the group work, but expects to receive the benefits thereof.

m. The democratic high school student has regard for the school's resources.

(1) Conserves materials and supplies, using them only for designated purposes.

(2) Wastes materials and supplies, appropriating them for whatever use he sees fit.

n. The democratic high school student "shares decision and cooperates for the common good." 33

(1) Uses the techniques of democratic cooperation in arriving at group decisions, but once the decision is made he accepts it and carries out the group will.

(2) Does not accept group decisions, even though they may be democratically arrived at. Does not carry out the will of the group unless it happens to be in line with his own desires.

33Spears, op. cit., p. 367.
3. Life, liberty and the pursuit of happiness are unalienable rights of all men.
   
a. The democratic high school student has "a deep sense of his own personal worth and of his fellow beings."\textsuperscript{34}
   
   (1) Treats all individuals with consideration, and expects to be given similar treatment.
   
   (2) Disregards the emotions and rights of others, and is not aware of encroachment upon his own personality.
   
b. The democratic high school student is "loyal to the principles of human equality and brotherhood."\textsuperscript{35}
   
   (1) Makes "friends" with people without regard to race, religion, or economic status.
   
   (2) Has friends only of his own "race," religion, or economic group.
   
c. The democratic high school student "demands that he be given equality of consideration and opportunity."\textsuperscript{36}

\textsuperscript{34}Congress on Education for Democracy, \textit{op. cit.}, p. 393.

\textsuperscript{35}Educational Policies Commission, \textit{The Education of Free Men in American Democracy}, p. 51.

\textsuperscript{36}Spears, \textit{op. cit.}, p. 367.
(1) Utilizes the established procedures to insure that he be given consideration equal to others. Opposes special privilege in any student activity, including school work.

(2) Allows teachers and students to violate his right to equal consideration.

d. The democratic high school student "believes that the earth and human culture belong to all men."37

(1) Exhibits concern over society's failure to organize its economy more efficiently and attempts to gain insight into reasons for the failure.

(2) Is not concerned that the greater portion of the earth's people live in poverty, and exhibits no interest in the improvement of the economic and cultural situation.

e. The democratic high school student "persistently strives to eliminate inequalities."38

(1) Tries to organize social functions so that everyone can participate.

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38John Mahoney, For Us the Living, p. 78.
(2) Puts restrictions and exclusions on membership and participation in student functions.

f. The democratic high school student "knows the satisfaction of good workmanship."39

(1) Skillfully carries out his work, and feels satisfaction only when he does a good job.

(2) Does inferior work, and is not concerned that he is not an effective producer.

g. The democratic high school student has the "habit of independent action, in so far as it is consistent with the rights of others."40

(1) Formulates objectives of his personal activity, plans, carries out the plans, and evaluates his work with a continually decreasing necessity for supervision and assistance.

(2) Needs constant supervision and direction to accomplish anything.

h. The democratic high school student has the ability and "willingness to settle personal


40Spears, op. cit., p. 367.
differences amicably, and not resort to quarreling or arguing.\textsuperscript{41}

(1) Looks for points of agreement in discussions and attempts to work out solutions to problems rather than arguing for "his side" of the case.

(2) Tries to put over his version of the solution to problems rather than working toward resolution of conflicts and acceptance of group plans.

4. Freedom of religion is assured by the government.

a. The democratic high school student knows that the "Judaic-Christian tradition includes the fundamental concepts of the Fatherhood of one God, the significance of a soul, and the brotherhood of men."\textsuperscript{42}

(1) Emphasizes the similarities of the various religions, and does not assume the superiority of his own religion.

(2) Is intolerant of any religion other than his own and emphasizes the differences in religions rather than their similarities.

\textsuperscript{41}Hollingshead, \textit{op. cit.}, p. 44.

\textsuperscript{42}Hilda Taba and William Van Til, \textit{Democratic Human Relations}, p. 102.
5. Freedom of speech and of the press is assured by the government.

a. The democratic high school student has the "ability to exercise free speech and a passion for doing so."  

(1) Is skilled in presenting suggestions, and insists upon having a part in discussions in which it is legitimate for him to participate.

(2) Lacks the ability to contribute to group discussions and remains silent even when his interests are vitally affected.

b. The democratic high school student has the "ability and willingness to weigh objectively the suggestions of others."  

(1) Gives careful consideration to the suggestions of others and tries to reach an understanding of the other persons' viewpoints before evaluating their suggestions.

(2) Casually dismisses or ignores the suggestions of others and makes no effort to understand their viewpoints.

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43 Congress on Education for Democracy, op. cit., p. 55.

44 Hollingshead, op. cit., p. 44.
c. The democratic high school student is "loyal to the process of untrammeled discussion, criticism, and group decision."\(^4\)

d. The democratic high school student is "willing to grant freedom of expression to those around him and to develop the mechanisms to bring these opinions into the open."\(^5\)

(1) Attempts to organize student activities in such a way that ample opportunity is afforded for all to discuss issues, and fosters an atmosphere of free speech so that all will take advantage of the opportunity.

(2) Allows small groups to dominate discussions.

e. The democratic high school student "respects honest differences of opinion."\(^6\)

(1) Accepts criticism of his ideas as being an attempt to facilitate group accomplishment.

(2) Resents criticism of his ideas as being an attack upon himself.

\(^4\)Educational Policies Commission, The Education of Free Men, p. 51.

\(^5\)Congress on Education for Democracy, op. cit., p. 55.

\(^6\)Spears, op. cit., p. 367.
f. The democratic high school student has "techniques for validating authoritative statements." 48

(1) Utilizes the techniques of propaganda analysis in evaluating all types of information.

(2) Accepts anything that is written or spoken by an "authority."

6. The right of the people peaceably to assemble and to petition the government for redress of grievances is assured by the government.

a. The democratic high school student knows that he is a full "citizen" of his school and feels free to exercise his prerogatives as a citizen.

(1) Feels free, as an individual, or as a member of a group, to offer suggestions concerning school life.

(2) Does not feel secure enough in school relationships to offer suggestions.

7. It is the right of the people to "alter or abolish forms of government that have become destructive of their aims," and to lay their "foundations on such principles and organize their powers in such forms as to them shall seem most likely to affect their safety and happiness." 49

48 Giles, McCutchen, and Zechiel, op. cit., p. 78.

49 The Declaration.
a. The democratic high school student has "confidence in the possibility of conscious social change accomplished through the process of consent rather than by the methods of violence."  

   (1) Puts on vigorous campaigns to accomplish desired goals, rather than using subversive or destructive means.  

   (2) Advocates "mob" action or subversion to accomplish desired ends.

b. The democratic citizen knows that "traditions are good to the extent that they contribute to the general welfare; that the traditional should be accepted as good or rejected in the light of critical analysis in terms of the values of democracy."  

   (1) Critically examines all data, regardless of source, before applying them to the solution of current problems.  

   (2) Accepts the customary methods of doing things and the customary shibboleths.

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50 Merriam, op. cit., p. 263.  
51 Taba and Van Til, op. cit., p. 102.
CHAPTER V

SUMMARY, CONCLUSIONS AND
RECOMMENDATIONS

The purpose of this study has been four-fold: (1) to determine the basic concepts of the philosophy of democracy; (2) to select techniques of teaching which are consistent with the principles of democracy; (3) to elaborate the basic principles of democracy into some of their complex meanings, and give some examples of action which is characteristic of the democratic high school student; and (4) to select sound techniques for teaching high school social studies. The study passed through the following phases: (1) an analysis of the principles of democracy, (2) an analysis of techniques of teaching, and (3) an application of the basic principles of democracy and teaching techniques to the teaching of democratic living.

From the analysis of the principles of American democracy it was concluded that: democratic beliefs can be organized and broken down into specific teaching objectives.

The following principles of democracy can be utilized as the basis for the establishment of teaching objectives:

1. Governments are created by, and "derive their just powers from the consent of the governed."\(^1\)

\(^1\)The Declaration.
2. The purposes of American government are: to form a more perfect union, to establish justice, to insure domestic tranquility, to provide for the common defense, to promote the general welfare, "to secure the blessings of liberty to ourselves and our posterity."\(^2\)

3. Life, liberty and the pursuit of happiness are unalienable rights of all men.

4. Freedom of religion is assured by the government.

5. Freedom of speech and of the press is assured by the government.

6. The right of the people peaceably to assemble and to petition the government for redress of grievances is assured by the government.

7. It is the right of the people to "alter or abolish" forms of government "that have become destructive of their aims," and lay their "foundations on such principles and organize their powers in such form as to them shall seem most likely to affect their safety and happiness."\(^3\)

From an analysis of the techniques of teaching, it was concluded that: there are adequate psychological techniques for achieving the principles of democracy to a greater extent than they are now being achieved. The following techniques have been selected as being especially applicable:

\(^2\)The Preamble.

\(^3\)The Declaration.
1. Purpose or purposes are selected and defined cooperatively.

2. The plan of attack is organized cooperatively.

3. Work and contributions are cooperatively distributed.

4. Pupils are encouraged to participate actively in determining, organizing, and carrying out learning situations.

5. Information and techniques needed in solving problems are utilized regardless of the subject-matter field from which drawn.

6. Levels of skill suited to the level of maturity of the pupil are achieved through practice related to use and purpose.

7. Conclusions are put into practice in changed behavior.

8. Emphasis is placed upon recognizing new needs and interests to be explored.

9. The teacher constantly strives to avoid interrupting integrating experiences by providing adequate guidance and materials, and by removing the obstacles which might impede the integrative process of learning.

10. In group activities, the group formulates its own procedures, does its own planning, carries out the plans, and evaluates the results under the guidance of the teacher-participator.

11. The student government is responsible to the students.
12. Since legal responsibility for certain aspects of the school life cannot be delegated, the administration indicates the scope of responsibility beyond which the student government cannot function.

13. The authority of the student government is not abridged by the administration.

14. "Rules" are made by the groups which are to obey them.

15. The school avoids "setting up" student organizations, clubs or activities, but guides the students in establishing whatever organizations and facilities they need, and for whatever purposes they may designate.

16. Activities begin with pupils' own questions, problems, arguments, real-life activities. The teacher aids them in formulating their own purposes.

17. Every student is guided into accomplishments which will insure his feeling "successful."

18. If a student does not feel successful, the school recognizes that it is failing to meet the needs of that student.

19. Students are helped to adopt the accepted purposes of their own group and eventually the desirable purposes of their own society.

20. Unsupervised group and class meetings are encouraged.
21. Suggestion boxes are provided so that the students may feel free to contact the administration.

22. Each individual is helped to recognize his assets and liabilities in terms of his possible contributions to group activities, to develop accordingly, and to accept satisfaction in terms of his own level of ability.

23. Situations which will require the analysis of authoritative statements and analysis of propaganda are utilized to help students become skilled in recognizing the devices used to influence public opinion.

24. Ample opportunity is provided for gaining information relevant to real problems, discussing it, arriving at conclusions, and disseminating information.

25. Controversial issues are considered whenever they are pertinent in any way.

26. Student publications are uncensored products of the students (except for preservation of standards of decency).

27. Opportunity is provided for decisions to be made, allowing (within safe limits) the individual to make his own.

28. Since the right to abolish is the final test of the right to control, student-teacher cooperative planning carried to its logical conclusion must recognize that progress hinges on the exercise of this right to "alter or abolish," and to reestablish agencies to serve new or revised purposes.
In applying the principles of democracy and techniques of teaching to teaching democratic living, the following conclusion was reached: democracy is a complex political ideology which cannot be taught by "definition" or memorization of slogans. Rather, it must be learned through living in a democratic school group which promotes the development of the interests, attitudes, skills, appreciations, and understandings necessary for democratic living.

Since the translation of democratic beliefs into democratic action is of such broad scope and complexity, no single study can adequately develop any phase of the problem. It is therefore recommended that extensive additional research be undertaken in this area.
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