

**A STUDY OF THE MODERN PHILOSOPHY AND
MODERN PSYCHOLOGY OF EDUCATION**

APPROVED:

Josner F. Webb
Major Professor

Walter Hansen
Minor Professor

J. C. Matthews
Director of the Department of Education

Jack Johnson
Dean of the Graduate Division

A STUDY OF THE MODERN PHILOSOPHY AND
MODERN PSYCHOLOGY OF EDUCATION

THESIS

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

For the Degree of

MASTER OF SCIENCE

By

Bess Clements, B. S.

148810
Gainesville, Texas

June, 1947

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
Chapter	
I. INTRODUCTION	1
Purpose of Study	
Further Explanation of the Problem	
Sources of Data	
II. THE PHILOSOPHY OF MODERN EDUCATION	4
Dynamic ✓	
Group Society	
Co-operation	
Freedom ✓	
Equality ✓	
Individuality	
Participation	
Respecting the Rights of Others ✓	
III. PSYCHOLOGY OF MODERN EDUCATION	13
Introduction	
Unity	
Characteristics of Growth	
Directed Growth	
The Dynamic Characteristics	
Interaction	
Maturation	
Goals	
Creativity	
Experiencing	
IV. PROCEDURES	22
Types of Instruction	
Methods Used by Teachers in the	
Gainesville Elementary Schools	

Chapter	Page
Materials Used Assignments	
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . .	34
Summary	
Conclusions	
Recommendations	
BIBLIOGRAPHY	37

LIST OF TABLES

Table		Page
1.	The Types of Instructors Found in the Gainesville Elementary Schools, and the Number and Per Cent of Teachers in Each Type . .	23
2.	Methods of Instruction in the Gainesville Elementary Schools, and the Number and Per Cent of Teachers Using Each Method .	30
3.	Types of Materials Used, and the Number and Per Cent of Teachers Using Each Type . .	32
4.	Types of Assignments and the Number and Per Cent of Teachers Making Each Type of Assignment	33

CHAPTER I

INTRODUCTION

Purpose of Study

The purpose of this study is three-fold:

1. To make a study of modern philosophy and modern psychology of education.
2. To show by comparison how well the Gainesville elementary schools comply in a modern philosophy and a modern psychology of education.
3. To make recommendations for changes that could be made for the improvement of the Gainesville elementary school system.

Further Explanation of the Problem

This problem was chosen because of a belief that changing world conditions demand a revision of school programs. Since we live in a democracy, we need to teach people to live the democratic life. The secret of a democracy is intelligent people. In modern trends in education we see the democratic methods of instruction in which both the teacher and the pupil participate. This

problem will attempt to give an understanding of the democratic principles of philosophy and psychology of modern education and to encourage more modern methods of instruction.

A public system of education for a democracy exists, largely at least, to serve just these two ends: to foster (especially through higher education) the criticism of our institutional life; and to cultivate citizens to act accordingly.¹

Democracy is an ideal, a way of life, and our educational system should be made to fit its needs.

(The primary consideration in this study is based upon the belief that all children have a right to expect adequate educational opportunities.) The general end of education in America at the present time is the fullest possible development of the individual within the framework of our present industrialized democratic society. The aim of this end is to be observed in individual behavior or conduct.

"We must develop friendship, tolerance, and comradeship in the classroom; then there is the basis for learning."²

¹William Heard Kilpatrick, Remaking the Curriculum, p. 44.

²Raymond P. Parrell, "Discussion, Lecture, Teacher -- Which?" School and Society, XIX (May, 1924), 615.

It is through proper adjustments at home and in school that the child can make adjustments to learning situations.

From the study of the data used in this problem, the writer is convinced that the progressive methods of instruction are more in accord with the democratic ideals to which our people are committed than are the traditional methods. Chapter IV will give an evaluation of the Gainesville elementary schools for the purpose of bringing out more clearly the weaknesses of the system and to commend the strong points. Chapter V will offer recommendations for a program that will be in accord with the democratic ideals to which our people are committed.

Sources of Data

Information used in this study has been obtained from books written by certain authorities in the field of elementary education, from selected articles from yearbooks and references from educational bulletins, and from observations made by the writer.

CHAPTER II

THE PHILOSOPHY OF MODERN EDUCATION

Philosophy is one's opinion after critical thinking has been done. It is a consistent way of thinking about things. Society is the basis of one's philosophy. As society changes, so will one's philosophy of life become enriched.

"Philosophy is reflection upon social ideals and education is the effort to actualize them into behavior."¹

A philosophy is ordinarily the work of an individual. No man has a philosophy except as he has thought it out himself.

"Philosophic thinking, if it be sound philosophy, will face courageously the facts of nature and man as it finds them."²

"Philosophy of Education may be defined as a generalized program or policy, based on a reflective, critical

¹George G. Gates, "A Philosophy of Education and Our Democratic Faith," Educational Administration and Supervision, XXVIII (January, 1942), 179.

²E. E. Brown, "Philosophy the Guide to Life," School and Society, XXXVII (June, 1935), 697-701.

review of available data for the guidance of educational procedure."³

One's educational philosophy is both objective and subjective. It is arrived at by critical, reflective thinking, and checked by concrete experiences.

As we consider the source of philosophy we find that it must come from a given society which is our democracy. We may conclude, then, that democracy is an ideal, a way of life.]

Only as one learns to consider the rights of others, to curb and shape himself in respect for the rights and feelings of others, is he able to take the proper place in life.⁴

When people are taught in actual life situations to do creative thinking, to develop respect for their own rights, to have regard for the likes and dislikes, rights and interests of others, and to respect leadership and authority, we will have individuals capable of using their intelligence as a guarantee against force. The secret of a democracy is intelligent people.]

Dynamic

Democracy is dynamic, the success of the social

³Vivian T. Smith, "An Educational Philosophy," Educational Administration and Supervision, XVI (1930), 88.

⁴Kilpatrick, op. cit., p. 57.

endeavor depends upon the quality of its citizens in the group. The goal of democracy is to permit the citizen to develop his own individuality and to achieve the greatest good for himself.

Education and the schools must not only pass on to our children and our children's children a cultural heritage of the past, but must do more. It must be one of the agencies central to the dynamic reconstruction of social order that men want because they know that man-purposed and man-directed change is possible, even necessary.⁵

[We need to realize that truth, character, and morale, are enduring aspects of the good life. (We must consider living children above dead subject matter.) We must develop individuals who can recognize the material and the social changes and realize a sense of their own obligation to use intelligence in dealing with the changing, growing philosophy of our democracy.]

Group Society

Over [In seeking to educate all children we have affirmed a faith that holds that schools are the concrete means of creating a social order in which social intelligence can be shared.⁶

⁵John Dewey, "Education and Social Change," Social Frontiers, III (May, 1937), 235-238.

⁶Gates, op. cit., p. 179.

Because of this philosophy of education it is true that continuous changes must be made in the curriculum.]

Man through his imagination can create the kind of world that he wants to live in. He can elevate his life by conscious endeavor. He can educate the whole group for freedom, and create the kind of world that has faith in the worth of man.

[In educating children for this society it can best be done through life situations. The school should be the place in which children are working rather than listening, learning life by living life, and becoming acquainted with social institutions and industrial processes by studying them.]

Co-operation

✓ "One of the fundamental values in democracy is faith in the common solution of our common problems."⁷

✓ When one sees value in doing a thing and participates in doing it; when he forms willing, charitable attitudes toward people and their behavior, he is co-operating.]

✓ A teacher can help an individual to develop such attitudes by careful planning with him. Satisfaction is

⁷Ibid., p. 176.

one of the forces that control the learning process. If the child can be included in the planning in such a way as to help him to be happy and satisfied in the development of his work, there will have been released the energy for the development of personality growth. Growth comes from within. The environment has to respond to the child. It is the teacher's duty to help change the environment so that the child can respond to it in the way that is best for him and best for society.

The most important element in our nation's future is the element of morale. Morale is a state of mind characterized by confidence, idealism, realism, and a sense of worth.⁸

This can be attained by working with groups in which there is co-operation. There seems to be no higher purpose in teaching a child to live a good, full, wholesome life than to teach him how to co-operate in the worth-while things of life.

Freedom

Real freedom of any kind comes only with mastery through obedience. Freedom is attained by the formation of habits which properly take care of as many matters as possible, and thus have us at liberty to direct our attention elsewhere.⁹

⁸George Hill, "Applied Psychology in a World at War," Education, XV (December, 1940), 79.

⁹Louis Foley, "The Philosophy of the New Education," School and Society, LV (January, 1942), 36.

Freedom has to be learned; it cannot be given to anyone. It is not the lack of restraint, but acquiring ability to behave properly toward life situations. The individual must be guided so that he can put values on behavior and exercise selective judgments.

Freedom is vitally connected with all human interests. Business is based upon voluntary contacts. The sense of responsibility, so important in all highminded action, is due to the feeling that responsibility can be avoided. There is no real moral action without freedom.¹⁰

Freedom is sound because it has produced results.

Results in character and civilization have been the direct outcome. Freedom has a vital relation to the highest thoughts and ideals of which man is capable, his religion and his philosophy. We feel that because of the freedom which we have in the United States, we have become the most powerful country.

When children are taught in our schools to master restraint of freedom, they can be able to master social conditions in life.

Equality

"In America our educational philosophy has affirmed

¹⁰Harry Preble Swett, "Freedom in Education," Educational, XLIII (September, 1923), 651.

that all children of all the people shall be educated equally.¹¹

Each individual has an opportunity to develop according to his ability.

Education can achieve its purpose by determining the way each person, through infancy, childhood, and youth, lives his life in all its phases. Each individual is to live with the fullness that is inherent in his potentiality. Democracy requires that educational opportunities be fitted to the different abilities and aptitudes of all children.

Individuality

Teaching activities will promote desirable experiences. This progressive method is more in accord with the democratic ideal which is the best of all social institutions. [All individuals have an opportunity to contribute to and to feel a responsibility for a democracy.] An educator is responsible for a knowledge of individuals so that he will be able to direct their thoughts for further expansion of experiences which will enable them to interact in a harmonious way.]

¹¹Gates, op. cit., p. 179.

An integrated act is one in which every phase of the organism is contributing its particular part to the behavior. This is the type of learning that builds personality, that makes for happiness and success. The curriculum must help an individual to remain an integrated person in whom physical, mental, and emotional behavior are all developed.

Participation

["Life is an active process. What a person does makes him what he is. His personality is a product of all that he has done."¹²

Democracy rests upon the participation of individuals. This action must be initiated with the individual. It must be intelligent participation. Greater participation gives to the individual a stronger feeling of belonging to society. Each contribution gives a deeper feeling of security for the individual. Society should supply opportunities for greater participation.]

Respecting the Rights of Others

Locke, in his Essays Concerning Human Understanding, preached that people have certain natural rights: natural

¹²Franklin Bobbit, The Curriculum of Modern Education, p. 7.

because they belong to all men by virtue of their being men. These are the rights to live, to work, to own property, to have certain personal freedoms, such as the protection of individual personality. Decisions must be for the common good.

All of these thoughts are true of a democracy. Democracy demands leadership and implies achievement. This leadership functions as a guide and not as a master. This does not mean forced respect, but it does mean co-operative respect. An intelligent member of society learns to respect the things for which he sees a need and helps to plan and evaluate his behavior toward all other members of society.

CHAPTER III

PSYCHOLOGY OF MODERN EDUCATION

Introduction

Psychology is a study of human behavior. Mental development takes place as a feature of the development of the whole personality. The whole process of the school is to develop behavior patterns. An individual has to meet two criteria in his behavior development. He has to satisfy his individual needs and to satisfy society. In making these developments the whole nervous system is stimulated and the individual responds as a whole.

An individual's growth comes through his co-operative participation. This shows that personalities are interdependent and are related to the growth of the whole situation in respect to the other personality members of the group. Each individual evolves as a single pattern of behavior. His intellectual growth is determined by his ability to develop and by the motivation derived from his environment.

Unity

"The learner reacts in a unified way. He is a

behaving organism."¹

Growth shows that there is unity in the organism and unity between the organism and the environment. The one directing the learning process should be careful to make the best environmental adjustments possible. The child's needs should be investigated and the instructor and the children should have a unified purpose in fitting into their curriculum any worth-while interest in the community that can be adjusted to their needs.

Characteristics of Growth

There are several characteristics of growth effected by proper stimulation or hindered by lack of proper stimulation. The growth of knowledge is a succession of mental acts becoming more discriminative and more integrative in the real world.

Directed Growth

Learning is directed growth, the expansion of a personality that controls the process of learning from within. But it is growth of a human being dependent upon maturation through personality contact and culture which the personality in the teacher derives from the culture race.²

¹Charles H. Judd, "A National Survey of Teacher's Training," Journal of the National Education Association, XIX (October, 1930), 27.

²Raymond Wheeler and F. F. Perkins, Principles of Mental Development, p. 121.

The school should extend the child's experiences so that he can have more interests. Interests are learned behaviors; therefore the interests should be directed.

The child's interests in beginning should be accepted and so directed through the curriculum that the child will have an interest in the wholesome things of life, that he will have an abiding interest throughout life that will be of value to him.

There is no behavior where there is no goal. Behavior is always directed toward a goal. Once a goal is established, the beginning, the direction toward the goal, and the end of the movement are determined by the goal.

The Dynamic Characteristics

The human organism is an energy system of behavior within itself.

The will is the energy of the total human system consciously conditioning the activities of the part. The medium through which action is obtained from a human being is the will of that human being.³

Every phase of the organism comes from the same cell. The changes that take place contribute to the

³Ibid., p. 207.

whole organism. A change in the stimulus brings a change in the organism. Things that are vital to an organism are those things that function in the change of the behavior patterns. This change may be emotional, physical, or mental in regard to the child.

Education is the ongoing process of life that causes people to grow. There are two types of growth, memory and problem-solving. Problem-solving is the highest type of learning. It is also thought of as creative learning. This implies that the curriculum should be made up of problem-solving situations or goals that face children.

Interaction

Interacting is behavior adjustments. The process of interactive adjusting which builds integration also builds, at the same time personality and character.⁴

Joint interaction of an organism's heredity and environmental factors determines the growth of that organism. There is no living without interacting with the environment. Because we have built an artificial society, we have to have tools to interact with society. These tools are: reading, writing, numbers, and self-

⁴Thomas L. Hopkins, Interaction, Its Meaning and Application, p. 21.

expression. A child needs to maintain his interacting state throughout life. We need to help him to interact in a harmonious way. Interacting is an activity developed through experiencing in a situation. Needs come through interacting with the environment. Instructors should look into the lives of the individuals and build the curriculum on the child's needs.

Maturation

"Education as growth or maturity should be an ever present process."⁵

"Growth is a continuous process."⁶

Growth -- physically, mentally, socially, and emotionally -- begins before the birth of a child and continues throughout life. There will likely be some stage in the development of an individual when he will be stimulated more than at some other stage and will therefore make greater progress.

Psychologically, growth follows the laws of dynamics. The pattern of an organism is established before differentiation takes place. As a result of this adjustment, new experiences should be made possible. Every experience

⁵John Dewey, Experience and Education, p. 47.

⁶James F. Webb, classroom discussion, Education 532, "Curriculum Building."

should do something to prepare a person for later experiences of a deeper and more expansive quality. Wanting something that has never been wanted before, making a movement that has never been made before, perceiving something that has never been perceived before, are all consequences of maturation. The acquisition of experience and the acquisition of muscular co-ordination are functions of maturation and stimulation.

The child rather than the material should be taken into consideration, and his development so directed that he will be able to achieve the greatest good for himself and for society through his maturity.

Goals

In human life it must be remembered that goals are never static. They change with maturation. An individual will not progress unless there is interest in the thing we are trying to get him to do, a goal ahead to work toward. An appeal by suggesting, persuading, demanding, or forcing sets up a tension towards a goal. The nearer a person gets to a goal the harder he strives to reach it, and the more he will resent any situation that thwarts him in his purpose. He has an ideal ahead, a goal to strive for, but always beyond reach without action.

When the goal is reached the tension is released and the individual has a happy, satisfied feeling if in his judgment he can see value in his accomplishment.

There must be a real, internally aroused activity on the part of the living being, directed toward one of its many goals of action before it is possible for anything outside to evoke a reaction. In the words of W. D. Commins, "Action is prior to reaction."⁷

Creativity

"The educational process is purposive and creative."⁸

The development of problem-solving ability or insight, based on a working store of definite knowledge plus right habits of mental manipulation, will result in creating new ideas and ideals. The true function of education is to open up channels for the free flow of human energies and to furnish tests for values. This will bring about an organic process or creative development. This is the highest type of learning and is the only type of learning that builds personality.

One of our democratic ideals is to behave and act upon the truth that man can imagine, can create, and can

⁷W. D. Commins, Principles of Educational Psychology, p. 9.

⁸Kilpatrick, op. cit., p. 29.

control himself and his world. Instructors should plan experiences with the children so as to encourage original thinking and creative work.

Experiencing

Experience is a deciding upon subject matter, upon methods of instruction and discipline, and upon materials and equipment, and social organization of the school.⁹

A coherent theory of experience affording positive direction to selection and organization of appropriate educational methods and materials is required by the attempt to give new direction to the work of the schools.

No child can learn without having experiences which will enable him to have proper understandings. Experience is experience only when objective conditions are subordinated to what goes on within the individual having the experience. An attempt should be made to give many experiences to children entering school whose background is limited in experiencing. Every experience should do something to prepare a person for later experiences of a deeper and more expansive quality. We might say learning is the process of acquiring useful responses and controls of responses through experiencing them.

⁹Dewey, Experience and Education, p. 17.

The experience to be developed must be a whole life experience. It must be related to a child's past experiences, must be on the child's level, and must have value for the child.

CHAPTER IV

PROCEDURES

The purpose of Chapter IV is to set forth the data obtained by the writer from observations made in the Gainesville elementary schools and to determine how well they comply with a modern philosophy and a modern psychology of education analyzed in Chapters II and III.

In making these observations, the writer tried (to determine the characteristics of a democracy that should be developed in order to comply) with a ^{democratic} modern philosophy and a modern psychology of education, (and in comparison to show the trends of autocratic instruction.)

Types of Instruction

Table 1 shows that one of the teachers, or four per cent of the group, carried on a democratic type of instruction; fifteen teachers, or fifty-six per cent, carried on an ^{in the} autocratic type; and eleven teachers, or thirty per cent, carried on a combination of isolated subject matter and pupil-interest type of instruction.

An instructor who teaches by experiences or the

TABLE 1

THE TYPES OF INSTRUCTORS FOUND IN THE
GAINESVILLE ELEMENTARY SCHOOLS, AND
THE NUMBER AND PER CENT OF TEACHERS
IN EACH TYPE

Instructor Characteristics	Number of Teachers	Per Cent of Teachers
Democratic -- a participating guide.....	1	4
Autocratic -- imposes own interests upon children.....	15	56
Combination of isolated subject matter and pupil type of instruction.....	11	30

(democratic way must have good subject-matter knowledge, good training in teaching and must have an understanding of children's behaviors. The teacher must be a participating guide capable of guiding the individual so that he can put value on behaviors and exercise selective judgments.)

The most potent influence on growing human life is that of another life; (therefore the teacher must be a living example of the good life before the pupil.)

A first-grade teacher in teaching proper care of and love for animals, directed the children's thinking

in that way by reading stories of different animals, such as "The Friendly Cow," "The Watchful Dog," and "The Playful Kitten." The children told stories of their own pets. In discussing the care of their pets they decided together to visit the veterinarian so that he could tell them how best to care for their own pets. The teacher also had in mind the need for teaching the children how to observe sanitary behavior in playing with their pets. She felt that the veterinarian could impress them with such behavior much better than she could.

In making this plan the teacher had a definite goal in mind toward which she was directing the minds of the children. There was co-operation in all planning of the trip together and in discussing the purposes for going. This was a life situation in which the children were working rather than listening. She was teaching freedom through obedience in letting them plan how the trip should be conducted. She was teaching equality in letting them all have a share in the plans. The children learned unity in purpose. The democratic philosophy that the child rather than the material is of primary importance was considered.

The teacher who uses autocratic methods imposes her interests upon the children. She teaches isolated subject

matter instead of character training.

A teacher in teaching reading assigned "The Story of Edison's Invention of the Electric Light," to be studied at home from the book. The next day the story was read paragraph at a time by the children. There was no discussion of the story except pronunciations and meanings of words.

No one except the teacher had any part in planning the lesson. She may have considered the capacities of the children in making the assignment, but without their help in the planning she could not very well have considered their attitudes and tastes. This method would not promote desirable experiences. It would not stimulate the individual to feel the responsibility of participating in socially significant undertakings.

Other observations of this type of teaching were: A sixth grade teacher's directing the children to fill in the blanks of a geography work-book. There had been no planning with the children concerning this lesson except reading the lesson together from the book the day before. Three groups of teachers in making reading assignments assigned the next few pages in the reader for the following day without suggesting any purpose for reading except to finish the book. Four teachers in making spelling

assignments assigned a certain number of words for the next lesson without any study together of the words or their meanings. One teacher, as she indicated the health lesson for the next day, assigned the next chapter without any further planning. Other similar observations were made.

Such instruction puts all the value on the subject matter. Drill and memorization are stressed instead of how to define a problem, how to organize data gathered and how to draw logical conclusions and verify them.

The instructor of the combination type of isolated subject matter and pupil type of instruction may have good subject-matter knowledge, an understanding of children, and a desire to help them individually, but she will not give up her traditional ideas of instruction. She is afraid to get away from the textbook because of criticism from school authorities and the public.

An observation of this type of instruction was made in an art lesson. Paper was handed each child with the suggestion to make a winter scene. The weather was ideal for such a suggestion. It was sleeting outside. The clouds looked like snow. Many children made snow scenes, others made scenes of birds or animals finding shelter from the snow and cold.

The worst error in this assignment was that it came from the teacher instead of from the children. They could have been guided to see the sleet and to have asked to make the pictures. Had this been the case, there probably would have been much more enthusiasm and individuality brought out in the responses.

Another observation of this type of teaching was of a teacher taking her class outside and having them to direct each other to different objects or places before making the assignment from the book for writing such instructions. There was much freedom shown on the part of the pupils in helping to plan the work. The fault was that it did not grow out of a need for knowing the instructions for going somewhere for a definite purpose. It was only a suggestion from a book.

Another observation of this type of teaching was that of a reading class showing pictures of the characters in the story. Only words which had been previously studied from the charts and from their own stories were used. The children anxiously covered all the page with a marker except the line being used. They took turns reading aloud to the others.

A music teacher was placing a music staff and the different symbols of music on the board. She had the

children to identify the symbols. An arithmetic teacher was teaching the method of long division from the board. Another was teaching the multiplication tables from cards made for that purpose. One teacher developed a nice lesson about the importance of each food in our daily diet. They grouped the different types of foods together, showing the importance of placing one or more of each type in our daily menu so that all of the digestive glands could do their part of the work of digesting our food rather than overworking some glands and leaving some with no work. Had this teacher worked out menus for use in the school cafeteria, this would have been good instruction. It would have given the children a real-life experience, a need interacting with the environment.

Methods Used by Teachers in
the Gainesville
Elementary Schools

Table 2 indicates the methods employed in the Gainesville elementary schools. The democratic method of teaching uses the life experiences of the children. It directs actions toward a goal that can be perceived by the learner. Their study is under direction. The objectives for such study are:

1. The development of proper attitudes and appreciations.
2. The acquisition of information.
3. The formation of proper habits and skills.
4. The development of intellectual power or ability to think.
5. The controls within the child which will function in life situations.

Directed study enables a person to know:

1. How to define a problem.
2. How to gather pertinent data regarding it.
3. How to organize that data in the light of the problem.
4. How to draw logical conclusions.
5. How to verify conclusions.¹

(The autocratic method of instruction stresses drill and memorization instead of general insight.) This method is teaching isolated items and subject matter, or presenting parts of a whole in isolation.)

Parts cannot exist alone; they are subordinate to wholes.²

¹Robert W. Frederick, Clarence Ragsdale, and Rachel Salisbury, Directing Learning, p. 42.

²Wheeler and Perkins, op. cit., p. 101.

The combination method of isolated subject matter and pupil interest combines the two types of instruction. (Life problems are incorporated with the material in the textbook.) Current events, bulletin boards, and construction work are developed to bring out ideas suggested in the text.

TABLE 2

**METHODS OF INSTRUCTION IN THE GAINESVILLE
ELEMENTARY SCHOOLS, AND THE NUMBER
AND PER CENT OF TEACHERS
USING EACH METHOD**

Methods of Instruction	Number of Teachers	Per Cent of Teachers
Democratic.....	1	4
Autocratic.....	15	56
Combination of isolated subject matter and pupil type of instruction.....	11	30

Materials Used

The materials used in the democratic method of teaching are found anywhere available. They must be materials bearing on the experiences which engage the child's activities, experiences which have promise and potentiality of

presenting new problems. Life experiences, which by stimulating new ways of observation and judgment, will expand the area of further experience.

The autocratic type of teaching relies upon subjects or leans upon cultural heritage for its content. It uses organized subject matter dealing with isolated items or parts.

The combination type of isolates subject matter and pupil type of instruction has enabled the instructor to see the evil in the textbook organization and has aided in the formulation of a correlated curriculum. This, too, is isolated material. Other methods, such as broad fields, fine arts, and the core curriculum, have been selected. These methods have made use of both subject matter and experiences.

Assignments

A teacher using democratic methods plans the assignments with the children. She guides the children to select the plans she has in mind.

The autocratic type of instructor makes assignments from page to page until the material required in a unit or a period of work has been exhausted.

The combination type of isolated subject matter and pupil-interest instructor will make assignments from

TABLE 3
 TYPES OF MATERIALS USED, AND THE NUMBER
 AND PER CENT OF TEACHERS USING
 EACH TYPE

Types of Materials	Number of Teachers	Per Cent of Teachers
Democratic.....	1	4
Autocratic.....	8	29
Combination type of extra- curricular activities and subject matter.....	18	67

the book in addition to experiences of the children.

Table 1 showed that one of the twenty-seven teachers, or four per cent of the group, carried on the democratic type of instruction; fifteen, or fifty-six per cent carried on the autocratic type; eleven teachers, or thirty per cent carried on the combination type of isolated subject matter and pupil interest instruction. Though they seemed interested, only twelve teachers indicated any understanding at all of the importance of the study of individual developments in relation to learning.

As to how well the Gainesville elementary schools employ the modern philosophy and modern psychology of

TABLE 4
TYPES OF ASSIGNMENTS AND THE NUMBER AND
PER CENT OF TEACHERS MAKING EACH
TYPE OF ASSIGNMENT

Assignments	Number of Teachers	Per Cent of Teachers
Democratic -- assignments worked out in cooperation with the children.....	1	4
Autocratic -- page by page..	8	29
Combination -- textbook ma- terial and experiences...	18	67

education, the author of this thesis is inclined to believe that, even though there is evidence of modern methods being used, all the characteristics of the modern philosophy and modern psychology are not being developed.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

A final scrutiny of data collected from the comparative study of the instruction in the Gainesville elementary schools gives a number of findings, which are given below:

1. Only four per cent of the instructors in the Gainesville elementary schools use the modern methods of instruction.
2. Isolated subject materials rather than life experiences of the children are being used.
3. The assignments of only four per cent of the teachers include the children in the planning.
4. The data obtained in this study reveal some differences between the methods of instruction used in the Gainesville elementary schools and the modern methods essential to derive most effective benefits as revealed in this study of modern philosophy and modern psychology of education.

Conclusions

In the light of the results of this study it is concluded:

1. That the amount of college training of the teachers in the modern methods of teaching greatly increases the efficiency of the teachers in regard to pupil development.
2. That if teachers utilize the plan of integrated teaching as conceived by the writer, the children will be taught creative thinking and how to adjust themselves to their environment so as to be able to render the most valuable service to mankind.
3. That an educational program should be developed that will enable the individual to understand the meaning of democracy and to feel a sense of his own obligation to use intelligence in dealing with his fellow man.

Recommendations

The conclusions given above and the results of the observations indicate the need for the following recommendations in achieving more adequate results of learning:

1. That instructors study the modern philosophy and modern psychology of education as given by authorities

in the field of modern elementary education, such as Wheeler and Perkins, Principles of Mental Development; Ogden, The Gestalt Psychology; John Dewey, Experience and Education; and Lee and Lee, The Child and His Curriculum.

2. Enroll for teacher in-training extension courses with nearby colleges and study curriculum revision and modern methods of instruction.

3. Have teachers' meetings of the elementary teachers and study together the aims and objectives of education; what should be developed in children and how to organize what is to be taught.

4. Study the meaning of democracy in connection with other forms of government and teach the children the democratic way of living.

5. Have study groups and study how to include the society of the community in planning the program of education for the schools.

6. Study plans to teach children how to adapt themselves to their environment.

BIBLIOGRAPHY

- Anderson, Harold H., "The Dynamic Nature of Personality," National Elementary Principals Bulletin, XV (October, 1935), 244-254.
- Barr, A. S.; Burton, William; and Brueckner, Leo J., Principles and Practices in the Improvement of Instruction, New York, D. Appleton-Century Company, 1938.
- Bode, Boyd H., "Where Does One Go for Fundamental Assumption and Education?" Educational Administration and Supervision, XIV (September, 1928), 16-23.
- Bobbit, Franklin, The Curriculum of Modern Education, New York, McGraw-Hill Book Company, 1941.
- Brown, E. E., "Philosophy the Guide to Life," School and Society, XXXVII (June, 1935), 697-701.
- Burton, William H., The Guidance of Learning Activities, New York, D. Appleton-Century Company, 1937.
- Commins, W. D., Principles of Educational Psychology, New York, Ronald Press Company, 1938.
- Dewey, John, Experience and Education, New York, Macmillan Company, 1938.
- Dewey, John, "Education and Social Change," Social Frontiers, III (May, 1937), 235-238.
- Farrell, Raymond P., "Discussion, Lecture, Teacher, Which?" School and Society, XIX (May, 1924), 615.
- Foley, Louis, "The Philosophy of the New Education," School and Society, LV (January, 1942), 36.
- Frederick, R. W.; Ragsdale, Clarence; and Salisbury, Rachel, Directing Learning, New York, D. Appleton-Century Company, 1938.

- Gates, George G., "A Philosophy of Education and Our Democratic Faith," Educational Administration and Supervision, XXVIII (January, 1942), 179.
- Hill, George, "Applied Psychology in a World at War," Education, XV (December, 1940), 79.
- Hopkins, Thomas, Integration, Its Meaning and Application, New York, D. Appleton-Century Company, 1937.
- Hopkins, Thomas, Interaction, The Democratic Process, New York, D. C. Heath and Company, 1941.
- Judd, Charles H., Education as Cultivation of the Higher Mental Processes, New York, Macmillan Company, 1936.
- Judd, Charles H., "A National Survey of Teacher's Training," Journal of the National Education Association, XIX (October, 1930), 27.
- Kilpatrick, William Heard, Remaking the Curriculum, New York, Newson and Company, 1931.
- Lee, J. Murray, and Lee, Dorris May, The Child and His Curriculum, New York, D. Appleton-Century Company, 1946.
- Smith, Vivian T., "An Educational Philosophy," Educational Administration and Supervision, XVI (January, 1930), 88.
- Symonds, Percival M., "Fundamental Drive to Action," National Educational Principles, XV (July, 1936), 238-243.
- Webb, James F., "Children's Interests -- Their Use and Abuse," Texas Outlook, XXVI (June, 1942), 15-16.
- Wheeler, R. H., and Perkins, Francis, Principles of Mental Development, New York, Thomas Y. Crowell Company, 1932.