HOW DEMOCRATIC IN ADMINISTRATION, CONSTRUCTION OF THE CURRICULUM, AND METHODS OF TEACHING ARE SIXTEEN ELEMENTARY SCHOOLS OF HILL COUNTY HAVING MORE THAN TWO TEACHERS

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HOW DEMOCRATIC IN ADMINISTRATION, CONSTRUCTION OF THE CURRICULUM, AND METHODS OF TEACHING ARE SIXTEEN ELEMENTARY SCHOOLS OF HILL COUNTY HAVING MORE THAN TWO TEACHERS

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By

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CHAPTER I

INTRODUCTION

Statement of Problem

This is a study of how democratic sixteen elementary schools of Hill County are in administration, methods, and curriculum. The purpose of this study is three-fold:

1. To make a study of the criteria used in evaluating democracy in the elementary schools.

2. To evaluate how democratic sixteen elementary schools of Hill County are.

3. To offer recommendations for changes that could be made for the improvement of the sixteen elementary schools of Hill County.

The Meaning of Democracy

People often refer to democracy as though it were a material thing, something which one can pick up, or something that can be installed in a few days time if the people decide they want it. But democracy is nothing like this. It derives its meaning from what it means at any time to people who profess it.¹ It is an ideal, a way of life and our schools should be so organized as to meet these ideals.

Without democracy in education it is doubtful that much democracy could be found anywhere.

The purpose of education is established by the democratic way of life and the democratic way of life is being sharply challenged. Merriam said there is "no front-page news in the statement that democracy is under fire. It always has been." This is a time when democracy must become aware of itself; must renew and reinstate itself. Young and old must enter into it, must know its objectives and uphold it. There must be understanding; there must be faith; and there must be a determination to preserve its good with courage and sacrifice. Whether democracy survives depends upon whether it is able to develop a program and an organization adapted to the needs of our day.

Democracy and education are inseparable for democracy is education and education is democracy.

Neither democracy nor real education can exist without each other. From a thousand rostrums the fact that our democracy needs education has been proclaimed. It is indeed quite clear that no government based on democratic principles can long endure in a nation of ignorant people. But the equally important thesis that our education needs democracy has been given less than the consideration it deserves. ⁵

Although America is one of the chief democratic nations of the world, we are less a democracy than we like to think.


If the American schools fail democracy in the great crisis that now confronts it, all will be lost.

Source of Data

Information used in this thesis was obtained from selected articles from magazines and yearbooks; from books written by authorities in the field of elementary education; and from interviews with principals of fourteen elementary schools of Hill County having more than two teachers. Teachers from two other schools were interviewed because it was impossible to see the principal.

Treatment of Data

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

In Chapter II the democratic principles for evaluating an elementary school are established.

Chapter III deals with democracy in administering schools in Hill County.

Chapter IV concerns democracy in methods and curriculum.

In Chapter V are presented a summary of the problems, conclusions and recommendations for improvement.

Limitations

This is a study of certain democratic principles in
administration, construction of the curriculum, and methods of teaching in the elementary schools. An attempt will be made to measure the degree of democracy in these by means of criteria set up from extensive reading in the field of elementary education. Interviews are limited to the elementary schools of Hill County having more than two teachers. The study is further limited due to the fact that the writer was unable to make a personal observation of the actual situation of the schools at work.
CHAPTER II

CRITERIA FOR EVALUATING DEMOCRATIC PRINCIPLES

Introduction

Education is the process of interaction between an individual and his environment by which ways of thinking and doing are acquired.

The only true education comes through the stimulation of the child's powers by the demand of the social situations in which he finds himself. Through these demands he is stimulated to act as a member of a unity, to emerge from his original narrowness of action and feeling, and to conceive of himself from the standpoint of the welfare of the group to which he belongs. Through the responses which others make to his own activities he comes to know what these mean in social terms.¹

Education is life; it is growth; it is continuous; and it is a process affecting the whole individual. If education is life and growth, then it must be life within a social group. Schools must be democratic communities wherein children live natural, democratic lives with their companions and grow into adulthood with good citizenship a part of their experience.² There is an increasing realization that education cannot be built like a house by adding brick after


²Alonso P. Myers and Clarence Williams, Education in a Democracy, pp. 101-102.
brick in grade after grade. Rather it is a process of growth through gradual development each year.

Education in America must be education for democracy. The schools can teach democracy only as they become democratic institutions operating upon the beliefs which are basic to democratic living. They must show by example such beliefs in all their practice. Individuals cannot learn to be democratic by learning about democracy; they must practice it in their every move.

The school must become a means through which all individuals—pupils, teachers, administrators, parents, and others—may build a better personality or creative individuality, may grow to the maximum of their capacity, may learn in all relationships to develop co-operative interactive social action, may learn to use prepared-in-advance outside conclusions as a datum and not as a dictum, and may learn to believe in, respect and utilize the appeal to reason in all social relationship, so that acting on the best thinking available at all times becomes a part of their organic structure. 3

The American school system achieved democratic aims in education long before it achieved democratic methods. The ideals of democracy remain uppermost in the thoughts and desires of the American people but in practice democracy is likely to be less noticeable. The notion that all children should be given equal opportunity to learn was finally realized by the achievement of free public schools. Democratic techniques for teaching were much slower in developing.

3L. Thomas Hopkins, Interaction, the Democratic Process, p. 131.
Before a school can be judged as being democratic or autocratic some criteria must be set up for evaluating it. People must decide which of several social policies are to claim their allegiance. The policy accepted by the American people is a continued striving toward the democratic ideal. A general description of democratic ways of living is therefore necessary.

Cooperation

One of the characteristics of the democratic way of living is the emphasis upon cooperative social action. In a literal sense cooperation means working together. One person cooperates with another when he works with him to achieve his purposes. A pupil cooperates with a teacher when he works with a teacher to achieve his purposes. This literal interpretation leaves cooperation on a low level. The pupil may be working for the teacher instead of with the teacher. This type of cooperation may result in such undesirable things as suspicion, hatred, a feeling of unfairness, or a spirit of revenge. Group unity is not achieved.

A democratic conception of cooperation assumes a higher level. It demands intelligent, voluntary cooperation. Intelligent cooperation is desirable planning by all concerned. The situation is studied by the group working together. Plans are then formulated for achieving these purposes.
These plans are put into effect by many and varied activities, such as exploring, experimenting, interviewing, evaluating, creating, leading, and many other ways. The results are evaluated and new and improved purposes are selected for continued planning and actions. In this democratic procedure the individual is not sacrificed for the group; neither is he lost in the group achievement. Rather his individuality is increased; each person becomes a leader; he carries full responsibility for the group achievement; he voluntarily performs his part in carrying the accepted plan into action; he works intelligently with any director who may be chosen by the group. In the informal and friendly classroom, pupils learn to work and play together and to find satisfaction in endeavors of a cooperative nature. Democratic cooperation is slow and hard to achieve because it demands self-control and self-direction from each individual.

The focused and coordinated thinking of a cooperating group can bring reasonable solutions to problems of living which the ablest individual alone could not solve satisfactorily. Thus by democratic cooperation desirable growth of the individual and the improvement of the good life go on simultaneously. To isolate them means disaster for both.⁴

Today cooperation between persons and between groups is increasingly necessary. Society demands that we work together on projects for the common welfare. There seems to be no higher purpose in teaching a child to live a good, full,

⁴Ibid., p. 7.
wholesome life than to teach him how to cooperate in the worthwhile things of life.

Flexibility

Flexibility means that a belief or method can be readily changed in the light of new and developing evidence. Flexibility is a function of growth. Without it growth ceases. The one certain lesson of history is that people must adapt themselves to change or die. Not to change is to assert that there is no new data to be taken into account in reformulating the beliefs already held.

The needs of today are different from those of yesterday or tomorrow, and techniques for dealing with them must shift accordingly. Plans must be modified to meet the needs and interests of children. As changes take place in life, and as individuals are called upon to make adjustments as a result of these changes, adjustments will be made in the curriculum to meet these changes. But the fact that it must change does not imply that democracy as a way of living and thinking is outmoded. In fact one of the major objectives of a democracy is continuous change.

There can be no educational program suited to all ages and culture but each civilization requires its own educational policies. With our modern industrial conditions it is impossible to foretell definitely just what civilization will be twenty years from now. Hence it is impossible to prepare the child for any precise set of conditions. To prepare the
child for the future is to help him to live to the fullest extent today. It is not possible to do this unless constant regard is maintained for changing conditions around him. Planning should be done day-by-day by the teachers and pupils in the classroom.

Good planning is flexible. The planning group cannot anticipate in advance the full program of curriculum development in any particular situation any more than a teacher can predict precisely what activities will prove to be most appropriate and most educational for a particular class of pupils. The distinction should be made between those aspects that can be planned in advance and those that cannot. Amendment is to be expected and welcomed.  

No two children attending our schools are alike. They are not only different but they are unique personalities. They have different rates of growth, different interests, varying capacities, and present widely different educational problems. It is of course impossible to develop any one plan which can possibly meet the needs of a large group of widely different children, even in a single room, and especially not for all the children of a specified grade. Therefore, any course of study which attempts to state what shall be studied by children in a particular grade is certain to miss the mark for a large per cent of the children. A curriculum must be as flexible as life and living. "It must find its scope, sequence, continuity in the intelligent

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pursuit of democratic process goals." It must be variable among groups in a school and among schools in the state.

Security

Security is something that is so much a part of one's acceptance of life as a happy and satisfactory experience that it is very difficult to set it apart or define it. It is that feeling of at-homeness in one's environment, a feeling that one has value, that one has a place in the world, that one is loved.

To be secure, a child must feel that he has a reasonable chance to succeed, that he has friends, that there is a plan to his environment so that he can predict fairly well what is going to happen, how his reactions are going to be received, and that there is at least one person on whom he can depend "to the last ditch." In other words he needs a firm, stable background of environment of people and events that he can "count on" and a reasonable expectation that he is going to be fairly well received and competent in it.

A feeling of security more or less determines a child's success in school and in life. "Perhaps the most favorable condition of learning is the child's degree of 'at homeness' in a situation." Self-confidence must be developed. It is the basis for success, and vice versa, success is the basis for self-confidence. Pupils should be guided into a work

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6Hopkins, op. cit., p. 13.

7Murray J. Lee and Doris May Lee, The Child and His Curriculum, p. 83.

8Harap, op. cit., p. 8.
at which they can have a reasonable degree of success. If they are doing work they are capable of doing, they are gaining a feeling of success which gives them a feeling of security.

Participation

Democracy requires the fullest participation of its people. According to Russell and Briggs it "implies that all who are bound by decisions of broad public policy should have an opportunity to share in making them." In order for individuals to participate intelligently they must have an understanding of life and society in general. They must know why rules and regulations are necessary and then through group discussions arrive at some intelligent decision. Decisions should always be for the good of all concerned. The welfare of the individual is dependent on the welfare of the group. The outstanding difficulty today is selfishness and greed. The individual's first responsibility is always to society. The highest good for all cannot come unless all participate in seeking it.

Democracy rests upon the participation of its people. "What a person does makes him what he is. His personality is a product of all that he has done." Learning is

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9Russell and Briggs, _op. cit._, p. 209.

10Franklin Bobbitt, _The Curriculum of Modern Education_, p. 7.
activity. Activity is participation and participation on the part of the learner. Only as he takes part in the various activities does he learn. He takes part in only those things for which he has a need or interest. Therefore, the school should give him many and varied experiences built around his needs and interests.

The school should do more to emphasize what the community and the individual owe to each other, and what individuals owe to each other in society. Early in life children should come to realize that citizenship in a democracy implies the assumption of individual responsibilities and not merely the receiving of benefits from society. In fact they need to learn that benefits come to them and to others because they themselves have assumed a role in the ongoing program of society. Benefits in a democracy come through participation not absorption.

Freedom

Freedom means opportunity to participate in planning things that are within the experience and knowledge of the individual. It does not imply that one can do whatever he chooses, but it does mean that one must choose to do what will be right for society as well as for himself. And what is right for society is at the same time right for the individual. Democracy does not mean lack of control—it means the best possible type of control—self-control.
"Personal freedom of choice and action is always limited by the common good, that is, by its effects on others." 11 Any wise society limits personal freedom in numerous ways in order to assure that in the major aspects of life there may be freedom for all.

Such traits as unselfishness, kindness, generosity, sympathy, friendliness, and sacrifice do not emerge from conditions of purely individual freedom of behavior. They emerge from restrictions on one's freedom of behavior for the sake of the large group. 12

As American citizens we are guaranteed many freedoms but each freedom carries with it a corresponding duty. We must not abuse them. A pupil should assume his obligations to his own choice of action and not from adult requirement. Each freedom must be learned; it cannot be given to anyone. Individual freedom of action should be permitted whenever it can have no bad effect on the individual nor on society.

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. 13

We must not assert that pupils should have freedom in choosing their experiences in learning simply because in


general freedom is a desirable characteristic. Boys and girls must learn to discriminate, to make judgments, to carry out undertakings with skill and accuracy, and they can do this only through the use of freedom. "If a child is to develop a personality which is his own rather than a copy of some adult model—he must be accorded a considerable degree of freedom."\(^{14}\) When we do give freedom of choice both the freedom and the choice must be genuine. Instead of teacher-planning and teacher-assignments, the students, under guidance of their teacher, should be free to discover their own problems, plan the solution, draw conclusions, and evaluate the results. The freedom permitted this way releases creative ability and stimulates original thinking. A combination of intelligent guidance on the part of the teacher and freedom of selection on the part of the pupils is needed.

**Initiative**

"Initiative is that priceless quality that causes one to undertake voluntarily a search for solutions to problems that confront him."\(^{15}\) A democracy demands the exercise of initiative and independence of thought on the part of its citizens. How useless it would be for an individual to be a citizen of a democracy and not have initiative.

\(^{14}\)Buswell, *op. cit.*, p. 262.

\(^{15}\)Educational Policies Commission, *op. cit.*, p. 33.
Democracy in its fullest sense—democracy as a way of life—can survive any number of errors in judgement, but it cannot survive if the people have not learned to think and to have confidence in their own ability. A people whose resourcefulness and initiative are dead will always turn to a dictator, to a man who can solve their apparently hopeless problems. A people characterized by initiative and resourcefulness will always resist a dictator.  

To teach resourcefulness and to help pupils cultivate initiative is not easy; to lead and let the pupils follow is always less difficult. It is natural for any adult to think his judgment better than that of any boy or girl but when a teacher snuffs out a pupil's new-born idea, he is doing far worse than denying the pupil to learn through experience. He is weakening the pupil's confidence in his own judgment and is, therefore, making it less likely that the pupil will ever learn to stand on his own feet and depend on his own resources. 

Initiative can be developed in the same way in which other learning takes place; that is by confronting the learner with as many kinds of situations that call for the exercise of initiative as is possible. Textbooks with their page by page assignments have just the opposite effect. In their place schools need libraries carefully built up to furnish valuable material on a wide range of levels so that all in the group may find material within their abilities, the study of which will enable them to contribute their

share toward democratic living. Day in and day out the growing child is surrounded by an environment that presents real problems for solution.

Under the old system initiative not only was not developed but was actually discouraged. Each child was supposed to do just the same as every other child and only as the teacher directed with no chance to go on his own. How much easier it is to develop a scheme that works, to use it year after year, and simply to make sure that people do what they are told—and thus develop wooden soldiers to be pushed over the face of the world by a dictator.

We need to remember that democracy is learned, not inherited. The strength of a democracy is in the people, and the strength of a people lies in the ability of the individual to think, to initiate, and to carry through.

Tolerance

"Faith in the potentialities of the individual man is one of the cornerstones on which American democracy was founded."\(^\text{17}\) The basis of all human rights seems to be a respect for the personality and a belief in the worth of each individual. Great value is placed on each person. Faith in the worth of each individual without regard to his origin or present status in life is the foundation of real democracy.

\(^{17}\text{Hopkins, op. cit., p. 104.}\)
There is no better place than the school in which to develop a respect for the honest and sincere opinion of others. It must be admitted that some do know more than others, and their knowledge should be respected, accepted, and put to use. The wise may, however, learn from the foolish, even if it be only not to do and say foolish things. Pupils must be taught to abide by the rule of the majority but at the same time grant the minority group the right to agitate peacefully for the change of any decision. "A democracy must always respect the values in minority judgements the same as minorities respect the value of majority judgements. Mass judgement does not mean a dictatorship of the majority."18

Tolerance does not imply an absence of belief or conviction; rather it does imply a recognition of the integrity of the individuals with which one differs. It is the essence of a democratic state. Youth must have the experience of formulating their beliefs on the most reliable information obtainable and holding to them. At the same time they must realize that others following the same process may have different opinions as honestly formulated as theirs.19

Not only should each of us have the many rights and privileges that are given us in a democracy but we must be willing to grant them to all of the rest. It is not difficult to accord these rights to one who expresses our own views; to accord the same right to one whose views are

18 Ibid., p. 107.
19 Lee and Lee, op. cit., p. 17.
different, we must cultivate a sense of toleration and of fair play. Men must learn to profit by the different opinions held by others. It is hard to live up to our principles of toleration because the individuals whose speech and actions annoy us most are such a mixed lot. The spread in toleration is slow and is occasionally set back by incidents in which individuals forget their principles. However, Americans can honestly claim a gradual growth in their toleration of minority groups and beliefs.

Equality

Anyone who believes in democracy must necessarily believe also in equality for democracy "guarantees that rights and opportunities accorded to one shall be accorded to all." 20 We need to remind ourselves that the American Declaration of Independence declared not only that men are "created free" but also that men are "created equal."

It is not the democratic idea that all people are identical or have the right to achieve an impossible uniformity. In fact, democracy would not be possible if all individuals were in reality equal in all important details. It is, however, the American dream that all individuals be given equal opportunity to make the most of their personality and to have a part to the limit of their capacities in

20Russell and Briggs, op. cit., p. 207.
the development of their communities. The higher the individual climbs the higher democracy climbs.

Equal educational opportunities do not mean the same kind of education, not education in one kind of institution, but the unique education of each individual along the lines of his own nature and inclination. Each person should be led to work toward that status which he can reasonably expect to attain.

Democratic school system... will provide for every child an opportunity which that particular child can accept, and opportunity not inferior in its own kind to that given to others. Democracy does not make one man as good as another; it merely seeks to remove all artificial barriers and to assist every man to amount to as much as his ability, character, and industry permit.21

Happiness

All individuals by nature desire happiness. The right to the pursuit of happiness is one of the rights equated with life and liberty in the preamble of our Constitution. One of the first things to notice about a democracy is that it places great value on the happiness of all individuals. "Maximum happiness of every individual is the purpose of all human associations. To be successful, democracy must be lived so that there are consequent increases of happiness for all people."22

21 Educational Policies Commission, op. cit., p. 25.
22 Russell and Briggs, op. cit., p. 205.
There seems to be something elusive about happiness. The reason for this is that, perhaps, we have not fully thought of what happiness is and how it is to be attained. Aristotle says that in order to be happy, one must be doing something, he must understand what he is doing, and must know why he is doing it.

Happiness is that abiding contentment that comes from a complete and abundant life, even though such a life includes, as all lives must, both success and failure, prosperity and adversity, sunshine and shadow, cradle songs and funeral hymns. To be happy we must know the realities of life whatever they may be. 23

Happiness is characteristic of a person who is well adjusted and living a life that is satisfying. It is really a by-product of other activities. In a strict sense it cannot be pursued directly as a goal. But the conditions of life which produce happiness may be pursued.

When we succeed in giving children the kind of life in which they really express themselves and fulfill their own potentialities, a life in which they really can feel secure, a life in which they identify their interests with their fellows and participate with them in social service—then we may rest assured our children are happy. Their basic needs have been met. 24

Conclusions

From the material reviewed the following democratic principles have been set up as criteria for evaluating the degree of democracy in the elementary schools of Hill County.

23 Educational Policies Commission, op. cit., p. 32.

24 Carleton Washburne, "A Living Philosophy of Happiness," National Parent-Teacher, XXXIV (June, 1940), 35.
1. There must be cooperation among administrators, teachers, and students.

2. The policies of the school, rules and regulations, curriculum, and methods must be kept flexible in order to meet the needs of a changing society.

3. There must be a feeling of security among teachers and students.

4. There must be group participation in all matters that concern the welfare of teachers and students.

5. Teachers and students must be given freedom of choice and action so long as it does not harm themselves or others.

6. Initiative should be encouraged in teachers and students.

7. The opinion of everyone must be respected regardless of his origin and present status in life. The opinion of minority groups must be respected.

8. Equal rights, opportunities, and protection must be guaranteed to all.

9. There must be a feeling of happiness among teachers and students.
CHAPTER III

DEMOCRACY IN ADMINISTRATION

The purpose of this chapter is to present the compiled data on administration that were obtained from sixteen elementary schools of Hill County with more than two teachers. A copy of the interview sheet is attached to the study in the Appendix and reference to it will show the information sought.

An interview was obtained with the principals of fourteen elementary schools in Hill County having more than two teachers. Because it was not possible to get in touch with the principals of two other schools a teacher from each school was interviewed. In all, information was obtained from sixteen of the seventeen elementary schools of Hill County having more than two teachers. This is considered a representative survey.

Before we can judge the amount of democracy in administration we must first know what administration is. Moehlman's definition of administration is:

Administration is the group of activities that: (1) plans a system which carries out the policies of the board of education in providing physical, financial, and educational conditions under which educational agents may work to best advantage; (2) selects, assigns, and co-ordinates agents under this adopted plan; (3) maintains these policies in continuous effective operation;
(4) provides channels through which all agents and agencies of the school system shall work for continuous improvement; and (5) furnishes leadership.¹

The public school system should be organized in such a way that every member of the staff is called upon to make decisions upon matters of educational importance, with the assurance that these decisions will somehow affect the school system. Such a plan of operation makes use of the unique contribution of all members of the group from the most capable to the most dependent. The administrator, like all other agents, makes his contribution democratically. He makes them according to his ability and refrains from domination. A high level of efficiency is maintained in schools where democratic administration has been practiced successfully. This efficiency comes as a result of utilizing the powers of each member. There is a sharing of responsibilities among administrators and teachers. Those responsible realize and seek to discharge their responsibility for the best interest of all. "This sharing of responsibility is not a shifting of responsibility by the administrator; neither is it any surrender of authority legally placed upon administrative officers of the school."² The able administrator has nothing to fear from able teachers. On the contrary, teachers' suggestions and contributions should be welcomed.

¹A. B. Moehlman, School Administration, p. 216.

²Walter C. Reussier, "You Can Judge a School's Democracy by These Sixteen Points," The Nation's Schools, XXXII (Oct., 1943), 17.
Democracy cannot be handed down from above but must become a part of every professional worker.

The school is the training ground for successful living. Successful living involves both leadership and fellowship. Leadership passes from one member of the group to another as occasions demand. Each member of the group, including the administrator, must be prepared to give both leadership and service. Democratic leadership demands a belief in the greater wisdom of the group than in any one person. Democratic school administration requires a type of leadership quite different from that of a more autocratic management. Koopman makes a very good comparison of an autocratic and a democratic administrator. All administrators would do well to study this carefully and then decide just where they stand.

<table>
<thead>
<tr>
<th>The Autocratic Administrator</th>
<th>The Democratic Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thinks he can sit by himself and see all angles of a problem.</td>
<td>1. Realises the potential power in thirty or fifty brains.</td>
</tr>
<tr>
<td>2. Does not know how to use the experience of others.</td>
<td>2. Knows how to utilize that power.</td>
</tr>
<tr>
<td>3. Cannot bear to let any of the strings of management slip from his fingers.</td>
<td>3. Knows how to delegate duties.</td>
</tr>
<tr>
<td>4. Is so tied to routine details that he seldom tackles his larger job.</td>
<td>4. Frees himself from routine details in order to turn his energy to creative leadership.</td>
</tr>
</tbody>
</table>
5. Is jealous of ideas. Reacts in one of several ways when someone else makes a proposal:
   a. Assumes that a suggestion implies a criticism and is offended.
   b. Kills a suggestion which does not at once strike him as excellent with a withering or sarcastic remark.
   c. While seeming to reject it, neatly captures the idea and restates it as his own, giving no credit to the originator of the idea.

6. Makes decisions that should have been made by the group.

7. Adopts a paternalistic attitude toward the group. "I know best."

8. Expects hero-worship, giggles of delight at his attempts at humor, and so forth.

9. Does not admit even to himself that he is autocratic.

10. Sacrifices everything, teachers, students, progress, to the end of a smooth-running system.

11. Is greedy for publicity.

5. Is quick to recognize and praise an idea that comes from some one else.

6. Refers to the group all matters that concern the group.

7. Maintains the position of friendly helpful adviser both on personal and professional matters.

8. Wishes to be respected as a fair and just individual as he respects others.

9. Consciously practices democratic techniques.

10. Is more concerned with the growth of individuals involved than with freedom from annoyances.

11. Pushes others into the foreground so that they may taste success.
12. Gives to others as few opportunities for leadership as possible. Makes committee assignments, then outlines all duties and performs many of them himself.

12. Believes that as many individuals as possible should have opportunities to take responsibility and exercise leadership.  

Democracy in administration does not imply the elimination of designating responsibility and authority. There will be many specific functions which will be assigned to the principal. There will be hundreds of details that must be looked after by someone if the school is to operate smoothly. Neither does it imply that administrators give up their positions and permit pupils, teachers, and parents to run the school system. It does imply that administration must furnish a democratic type of leadership which they, in turn, place in others.  

Leadership must be developed if people are to grow into socialized individuals who are desired in a democratic society. Democratic living in the classroom is next to impossible unless there is democratic living in the whole school.

Table 1 shows who is responsible for formulating the general policies of the school. In eleven of the schools, or sixty-nine per cent, the superintendent and principal were responsible for the new policies. Teachers were asked to help in only five schools. Democracy demands the full

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

4Ibid., p. 9.
TABLE 1
WHO FORMULATES THE GENERAL POLICIES OF SIXTEEN
ELEMENTARY SCHOOLS IN HILL COUNTY WITH
MORE THAN TWO TEACHERS

<table>
<thead>
<tr>
<th>Who Formulates General Policies</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent and principal...</td>
<td>11</td>
<td>69</td>
</tr>
<tr>
<td>Superintendent, principal and teachers...</td>
<td>5</td>
<td>31</td>
</tr>
</tbody>
</table>

participation of all concerned. When democratic administration is practiced teachers will have a part in policy-making for the entire school as well as for their own rooms. "When teachers participate in policy-making there is evidence of an interest in the work and in relation of their own work to that of the entire program." They will feel a responsibility for the school as a whole and it gives more meaning to each teacher's work. Teachers have information concerning school policies and the reason for their adoption as well as the success with which they are carried out. They speak of the school as "our school" and are really concerned with its welfare.

The data contained in Table 2 indicate how new policies are adopted. Eleven principals said that new policies were put into effect without a group discussion of them, while five indicated that new policies were always discussed in faculty meetings before they were put into effect. Four

\[5\text{Ibid.}, \text{p. 16.}\]


**TABLE 2**

HOW NEW POLICIES ARE ADOPTED IN SIXTEEN ELEMENTARY SCHOOLS IN HILL COUNTY WITH MORE THAN TWO TEACHERS

<table>
<thead>
<tr>
<th>Question Considered</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Are new policies put in effect without a group discussion of them?.......</td>
<td>11</td>
<td>69</td>
</tr>
<tr>
<td>Are teacher committees used to study problems?...........</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Have any major changes been made in the school policies as a result of teachers' suggestions?...............</td>
<td>3</td>
<td>19</td>
</tr>
</tbody>
</table>

principals indicated that they used teacher committees to study problems and twelve said they did not. Major changes had been made in three schools as a result of teachers' suggestions. Thirteen of the principals interviewed said they could think of no major changes that had been made as a result of teachers' suggestions.

No change should be made in any of the policies of the school without the knowledge of the teachers and without opportunity for teachers to have a part in determining what the changes should be. When all have participated in the adoption of new policies they can be expected to carry out these policies with greater efficiency. The group must learn to think together in order to adopt new policies and
plan action, to act together in order to carry out these plans. One of the most damaging influences on democratic administration today is the separation of planning and performance.

Too frequently school organization and administration have followed military patterns. The general staff, composed of administrators, supervisors, and other specialists, have done the purposing and planning. The privates in rank—teachers and pupils—have been expected to accept the ready-made purposes and plans. The inevitable result of such practice has been to create confusion, conflict, and loss of efficiency. Effective organization and control clearly require that the person most completely affected by educational policies, be permitted to participate in the purposing and planning activities.6

The next two questions asked were about the discipline of the school. Table 3 shows that in all of the schools the principal either made the necessary rules and regulations for directing and improving pupil behavior or helped to make them. In five schools, or thirty-one per cent, teachers were asked to help with this task. This reveals a great dominance of planning by the principal. It is difficult for a teacher to enforce a rule when she does not know why the rule is being imposed. Only two, or twelve per cent, of the principals indicated that they used any form of student government. In reply to the question, "Who fixes punishment when pupils fail to conform to accepted standards?" all sixteen principals interviewed replied that they either decided on the punishment, or helped in deciding on it in

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6Ibid., p. 63.
### Table 3

PERSON RESPONSIBLE FOR MAKING RULES AND REGULATIONS AND FIXING PUNISHMENT IN SIXTEEN ELEMENTARY SCHOOLS OF HILL COUNTY HAVING MORE THAN TWO TEACHERS

<table>
<thead>
<tr>
<th>Question Considered</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Who makes rules and regulations for directing and improving pupil behavior?.........</td>
<td>16</td>
</tr>
<tr>
<td>Who fixes punishment when pupils fail to conform to accepted standards?.............</td>
<td>16</td>
</tr>
</tbody>
</table>

Cases of major offenses. Fourteen said that in minor offenses teachers were expected to administer the punishment. This represents a more democratic attitude on the part of the administrators in releasing authority to teachers. Again, only two schools permitted students to share in disciplining.

Provisions must be made for the proper discipline and control of pupils while in school. If discipline is secured by putting all the power in the hands of a few, it is likely to be based upon fear, blind conformity, and compulsion. It seems reasonable to assume that if a democratic procedure is observed and if everyone who must abide by a rule has a part in making it the results will be much superior to any that have ever been achieved by autocratic means.
Those in charge should strive to make the school self-disciplining. The highest type of control is self-control. Although pupil participation in school control is often thought of as belonging to junior and senior high school it should be enlisted and used in the elementary school. We must remember that the young have a strong sense of justice and fair play. Standards of behavior, formulated by the group, enlist cooperation and offer a challenge to worthy conduct. Imposed rules, even if designed for the safety and welfare of the group, offer a dare and provoke opposition.

Table 4 gives the number and per cent of schools conducting regular faculty meetings. Nine, or fifty-six per cent, of those interviewed said that they had regular faculty meetings in their school, while seven, or forty-four per cent, said they had faculty meetings only when there was a need for them.

**TABLE 4**

*Regular Faculty Meetings Held in Sixteen Elementary Schools in Hill County Having More than Two Teachers*

<table>
<thead>
<tr>
<th>Question Considered</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
</tr>
<tr>
<td>Are faculty meetings held regularly?</td>
<td>9</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>44</td>
</tr>
</tbody>
</table>
In determining who plans and presides at the faculty meetings Table 5 records the response of the principals interviewed. In all of the schools the principal planned and presided at faculty meetings; in three schools, or nineteen per cent, teachers planned faculty meetings but did not preside; and in one school, or six per cent, committees planned and presided at faculty meetings. Here again we

**TABLE 5**

PERSON RESPONSIBLE FOR PLANNING AND PRESIDING AT FACULTY MEETINGS IN SIXTEEN ELEMENTARY SCHOOLS IN HILL COUNTY HAVING MORE THAN TWO TEACHERS

<table>
<thead>
<tr>
<th>Question Considered</th>
<th>Principal</th>
<th>Teacher</th>
<th>Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Person who plans faculty</td>
<td>16</td>
<td>100</td>
<td>3</td>
</tr>
<tr>
<td>meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person who presides at</td>
<td>16</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>faculty meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

find the principal the dominating factor. According to the Alabama State Department of Education an effective faculty organization will have the following characteristics:

1. A definite program for the school will be set up by the faculty, that is, certain common goals will be decided upon and certain problems will be listed for cooperative action during the year.
2. The school program will be planned in relation to the county-wide or city-wide program, and so as to help each reinforce and supplement the other.
3. Regularly scheduled faculty meetings will be held which deal with the instructional program of the school.
4. The problems chosen for study and attack will be real ones in the particular school, and the work of the faculty in the study and discussion will result in doing something about the problems.

5. Provisions will be made for faculty study discussion in relation to the problems being attacked by the group.

6. The school program and the faculty meetings will be planned cooperatively by the teachers and the principal; consultants, supervisors, and specialists will be utilized as their services are needed.

7. Leadership on the part of the principal will be democratic and will be directed toward developing the potentialities of each faculty member, securing participation on the part of all, and developing effective methods of group study and group work on the problems.7

A greater amount of democracy was revealed in the construction of the daily program than in any other phase of administration discussed. As indicated in Table 6 the principal and teachers worked together in all of the schools to make the daily program. The purpose of the daily program is to accomplish the necessary tasks as quickly and orderly as possible, give the proper amount of time to the various activities, and secure the maximum use of the school plant and equipment. Such things as the use of the playground, use of the lunchroom, use of common material, and services of special teachers should be routinized through the cooperative planning of the teachers and principals. After these things are decided on the teacher should be free to distribute the time to the various activities as she thinks necessary.

7Alabama State Department of Education, Course of Study and Teacher’s Guide for the Elementary Schools; Grades One to Six, p. 250.
TABLE 6
PERSON RESPONSIBLE FOR PLANNING THE DAILY PROGRAM
FOR SIXTEEN ELEMENTARY SCHOOLS OF HILL COUNTY
HAVING MORE THAN TWO TEACHERS

<table>
<thead>
<tr>
<th>Responsible Person</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal...........</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Teachers............</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

In this manner the freedom that a democracy demands is granted to each teacher.

The testing program is of great importance when it is properly planned and properly conducted. In referring to Table 7 it will be noted that in twelve schools, of seventy-five per cent, the principal either planned the testing programs or had a part in planning them; in five schools, or thirty-one per cent, the teachers helped plan the program; no committees were used; and four principals, or twenty-five per cent, reported that they had no organized testing program. This is another instance where democracy is not used to a very great extent. Teachers cannot feel secure in work that they have had no part in planning. They will not see clearly the purpose of the program. As a result, tests will be given, scored, and then nothing done with the results.

The facts related to the health program are also revealed in Table 7. The principals of all the schools have a
TABLE 7
PERSON RESPONSIBLE FOR PLANNING THE TESTING AND HEALTH PROGRAM IN SIXTEEN ELEMENTARY SCHOOLS IN HILL COUNTY HAVING MORE THAN TWO TEACHERS

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Testing Program</th>
<th>Health Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Principal...........</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>Teacher.............</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>Committee...........</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No responsible person...........</td>
<td>4</td>
<td>25</td>
</tr>
</tbody>
</table>

part in planning the program; in eight schools teachers help plan the program; and a committee is used in only one school.

The importance of the teacher in the health program cannot be over estimated. Most of the health instruction must be given by her, and much of the inspection for contagious diseases must be done by her because doctors and nurses are not always available. A teacher will not be able to use much initiative if ready-made plans are handed out to her.

The next question asked was: "Who decides on the promotion of pupils?" Table 8 tabulates the responses made to this question. In fourteen schools, or eighty-eight per cent, the principal assisted the teacher in deciding on the promotion of doubtful cases. In all of the schools the teacher had direct charge of the promotion of the large
TABLE 8
PERSON DECIDING ON THE PROMOTION OF PUPILS IN
SIXTEEN ELEMENTARY SCHOOLS IN HILL COUNTY
HAVING MORE THAN TWO TEACHERS

<table>
<thead>
<tr>
<th>Person Deciding on Promotion of Pupils</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>14</td>
<td>88</td>
</tr>
<tr>
<td>Teacher</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

majority of cases. The promotion problem is related to many phases of the school organization such as the plan followed in classification of pupils, content of curriculum, methods of teaching, and amount of remedial teaching that is done. The level of the child's educational development, the academic status of the other members of the class, and his social development must be considered. Of course, the teacher is the key person to decide on promotion because she has been more closely associated with the child but from the above facts we can see that many activities of the principal have direct bearing on promotion plans. In democratic administration close cooperation between the principal and teacher in formulating the promotion plans is to be expected. Table 8 indicated that this cooperation exists in the majority of the schools in Hill County.

School libraries are considered essential to good classroom work. Table 9 shows the person responsible for the
TABLE 9

PERSON RESPONSIBLE FOR THE SELECTION OF LIBRARY BOOKS
IN SIXTEEN ELEMENTARY SCHOOLS IN HILL COUNTY
HAVING MORE THAN TWO TEACHERS

<table>
<thead>
<tr>
<th>Person Selecting Library Books</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>7</td>
<td>44</td>
</tr>
<tr>
<td>Teachers</td>
<td>13</td>
<td>81</td>
</tr>
<tr>
<td>Committee</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

selection of the library books. In seven schools, or forty-four per cent, the principal helped select the books; in thirteen, or eighty-one per cent, the teacher helped with the selection; and one school, or six per cent, used a committee to select the books. This is another time when administrators should let the teachers assume more responsibility. The teacher is in a better position to be fully informed on the library needs than any other person.

Ways of providing in-service professional growth of teachers is shown in Table 10. In five schools, or thirty-one per cent, no provision was made for professional in-service growth. Six schools, or thirty-eight per cent, provided professional libraries; in four schools, or twenty-five per cent, research work was done; in three schools, or nineteen per cent, faculty meetings of professional nature were held. It can be concluded from Table 10 that adequate means for professional in-service growth of teachers are not
TABLE 10

PROVISIONS FOR IN-SERVICE PROFESSIONAL GROWTH OF TEACHERS IN SIXTEEN ELEMENTARY SCHOOLS OF HILL COUNTY HAVING MORE THAN TWO TEACHERS

<table>
<thead>
<tr>
<th>Ways of Providing In-Service Professional Growth of Teachers</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>Professional library</td>
<td>6</td>
<td>38</td>
</tr>
<tr>
<td>Research work</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Faculty meetings of professional nature</td>
<td>3</td>
<td>19</td>
</tr>
</tbody>
</table>

provided. When a teacher has completed her pre-service training, her professional growth as a teacher has not ended. Growth in service to meet the needs of a rapidly changing society is essential. No plan to improve the school will be successful if this provision is not made. This is a duty that the administrator should assume. Growth in service to meet the educational needs of our time is the most important challenge to teachers today.
CHAPTER IV

DEMOCRACY IN THE CONSTRUCTION OF THE CURRICULUM
AND METHODS OF TEACHING

Introduction

In the previous chapter it was shown that the sharing of responsibility in administrative duties was essential in a democratic school. Chapter IV sets forth the data obtained concerning the democratic principles used in constructing the curriculum and in methods used in administering the curriculum. The source of the data for this chapter is the same as for Chapter III.

Construction of the Curriculum

The curriculum may be defined as those experiences of the child which the school in any way affects. It is not just a course of study, an organized program of studies or a fixed body of subject-matter to be learned. It represents all of the activities that take place in school life through which a child learns. It is the means through which we hope to enable children to achieve the objectives of education. Whatever these objectives are, the degree to which they are

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1Henry J. Otto, Elementary School Organization and Administration, p. 62.
attained and the manner in which they are attained will be
determined by the curriculum.

There seems to be two conflicting points of view about
curriculum development. The curriculum of the traditional,
autocratic school was subject-centered. It was planned and
developed by professionally well-trained individuals. These
plans were handed down to teachers with adequate information
for carrying them out. It is apparent that some teachers
feel more secure in a situation like this where they can
follow the directions of a superior authority. The curricu-
Ium found in the more progressive, democratic school is
child-centered. Attention is centered upon the needs, in-
terest and ability of the pupils. Those who support this
view-point believe that knowledge, skills, and attitudes are
learned most effectively when they are related directly to
past experiences and present needs of the learners. They
believe that teachers are capable of participating actively
in curriculum development when adequately stimulated and
provided with competent leadership. It is evident that this
type of planning cannot be done in advance with any degree
of finality nor can it be done solely by a specialist whose
direct contacts with the students are limited. The needs,
interests, and concerns of pupils do not originate within
the four walls of the classroom. They come from the total
environment in which the learners live. Therefore, the
curriculum must be as broad as life itself.
Some guiding principles for the development of the curriculum for the modern elementary school as listed by Lee and Lee are:

1. The curriculum is considered to be the actual experiences of each pupil which are affected by the school.
   Experiences should be so selected and guided as:
   2. To result in socialized human beings
   3. To give consideration to the health and physical development of children
   4. To make provision for the individual differences in children
   5. To meet the needs, purposes, and interests of children
   6. To be suitable to the maturation level of the child
   7. To be educative rather than mis-educative
   8. To enlarge the child’s understanding of important concepts
   9. To aid in the development of new meanings and expand experiences through the utilization of previous meanings
   10. To develop new meanings through adaptation to the needs of the local community, utilization of available local resources, compensation where possible for environmental lacks, and participation in a wide variety of environmental situations
   11. To utilize some important aspect of thinking
   12. To make possible successful achievement by the child

The traditional program cannot meet these criteria. If the teacher of the progressive school is to meet them she must know children, know subject-matter, know the local environment and so carefully plan that the greatest value is derived from the combination.

Table 11 shows who is responsible for planning the curriculum in sixteen elementary schools of Hill County having

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TABLE II

PERSON RESPONSIBLE FOR PLANNING THE CURRICULUM IN
SIXTEEN ELEMENTARY SCHOOLS OF HILL COUNTY
HAVING MORE THAN TWO TEACHERS

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal.</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Teachers.</td>
<td>10</td>
<td>62</td>
</tr>
<tr>
<td>Pupils.</td>
<td>2</td>
<td>12</td>
</tr>
</tbody>
</table>

more than two teachers. In all of the schools the principal helped plan the curriculum; in ten schools, or sixty-two per cent, the teachers helped; and in only two schools, or twelve per cent, were the pupils permitted to help.

The curriculum is the most vital part of instruction; therefore, the manner in which it is made and used largely determines the value of instruction. When we accept the definition of the curriculum as being those experiences of children which the school in any way affects, it becomes obvious that teachers and students must hold key positions in curriculum making. Whenever this privilege is abused, the quality of education is depreciated. Children's cooperative planning with the teacher is one way through which their needs are given recognition. The teacher holds the most strategic position to interpret the curriculum to the children. It is she who administers to children through her
thought, word, and action, the educational theories and policies of the school. Unless the teacher has had a part in constructing the curriculum, it is not very challenging, not well understood, and not particularly helpful. The principal also has an important part in planning the curriculum. He is expected to serve as a member of committees working on curriculum problems. In this way he obtains a broad view of the entire curriculum program and can coordinate the work of the various groups. He is responsible for placing the new curriculum into operation and must assume leadership in adapting it to the needs of the local unit of which he has charge. In order to be able to do this he must have participated in planning it.

Who shall make the curriculum? It should be made cooperatively by all those persons who have contributions to make and who are engaged in the activities encompassed by the curriculum. It is through such cooperative curriculum planning that an effective integration can be made of the purposes of education in American democracy, the psychology of learning, the needs, interests, and characteristics of the children, and the vehicle (the curriculum) whereby children are aided to the attainment of the type of wholesome, well-rounded, development essential for effective participation in a democratic society.3

The next question asked was: “When is the curriculum planned?” Table 12 shows that in ten schools, or sixty-two per cent, the curriculum was planned in advance. In six schools, or thirty-eight per cent, it was planned day-by-day. When the needs and interests of children are considered

TABLE 12
WHEN THE CURRICULUM IS PLANNED FOR SIXTEEN ELEMENTARY
SCHOOLS OF HILL COUNTY HAVING MORE
THAN TWO TEACHERS

<table>
<thead>
<tr>
<th>When Curriculum Is Planned</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned in advance ..........</td>
<td>10</td>
<td>62</td>
</tr>
<tr>
<td>Day-by-day planning ..........</td>
<td>6</td>
<td>38</td>
</tr>
</tbody>
</table>

the curriculum cannot be planned in advance with any success because the needs and interest of no two children, and especially of no two groups of children, will be the same. Less and less importance is being attached to the preparation of formal courses of study. The curriculum is being defined as a continuous activity which indicates that it must be planned day-by-day.

The public school curriculum cannot remain static in a dynamic society. It is the duty of the school to train boys and girls to successfully participate in the present social and economic order. This can hardly be attained with out-of-date curricula. Table 13 indicates that only six schools revised their curriculum often, while eleven schools made no revision. Curriculum revision should be a continuous process which goes on all of the time wherever good teaching takes place. As is indicated, the principal suggested the change in two schools, the teacher in three schools, and
TABLE 1.3

CURRICULUM REVISION AND PERSON SUGGESTING CHANGES IN SIXTEEN ELEMENTARY SCHOOLS OF HILL COUNTY HAVING MORE THAN TWO TEACHERS

<table>
<thead>
<tr>
<th>Were Curriculum Revisions Made</th>
<th>Who Suggested Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Principal</td>
<td>Teacher</td>
</tr>
<tr>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>6</td>
<td>33</td>
</tr>
</tbody>
</table>

students in one school. If equal rights are accorded to all then all who are affected by the curriculum should have the privilege of suggesting change as they see a need for it.

During the interview the question of how the content of the curriculum is determined was raised. The content should be secured in many ways and from many sources. It should include all types of experiences which will assist children to attain the purposes of education. In order to do this these experiences must be as broad as life itself. As revealed in Table 1.4 the content of the curriculum is determined by the needs and interest of children in two schools, or twelve per cent; by the required course of study in ten schools, or sixty-two per cent; and a combination of the two methods in four schools, or twenty-five per cent. This indicates that the curriculum is especially in need of better adaptation to children's interest. The use of interest for
TABLE 14
HOW THE CONTENT OF THE CURRICULUM IS DETERMINED FOR SIXTEEN ELEMENTARY SCHOOLS OF HILL COUNTY HAVING MORE THAN TWO TEACHERS

<table>
<thead>
<tr>
<th>How Content Is Determined</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs and interest of children</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Required course of study</td>
<td>10</td>
<td>62</td>
</tr>
<tr>
<td>Combination of the two methods</td>
<td>4</td>
<td>25</td>
</tr>
</tbody>
</table>

education has met much adverse criticism. Before its introduction educational leaders had selected subject-matter on the basis of what they thought a child should know when he grew up. He was supposed to sit and learn this by direct effort and force of will. The harder it was for him, the better training he received. Those who advocate the use of interest believe that when a child is doing things he is interested in, he is happier, learns more, learns quicker, becomes better adjusted in his personal relationships, and there are fewer discipline problems.

Table 15 indicates that five of the persons interviewed, or thirty-one per cent, thought the curriculum provided for the adequate social development of children, while eleven persons, or sixty-nine per cent, thought it did not. The school of the past did a good job teaching boys and girls to read and write, developed a fair control over many of the
TABLE 15

PROVISION FOR THE ADEQUATE SOCIAL DEVELOPMENT OF CHILDREN IN SIXTEEN ELEMENTARY SCHOOLS OF HILL COUNTY HAVING MORE THAN TWO TEACHERS

<table>
<thead>
<tr>
<th>Question Considered</th>
<th>Yes</th>
<th></th>
<th>No</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the curriculum provide for the adequate social development of the children?</td>
<td>5</td>
<td>31</td>
<td>11</td>
<td>69</td>
</tr>
</tbody>
</table>

working tools and contributed to their knowledge of how men lived in the past. Toward the social development of individuals it contributed very little. The curriculum should be so constructed as to develop in a pupil social understanding and ideas, such as group responsibility, cooperation, self-control, consideration for others, and the like. A social environment must be created for the child which stimulates and encourages him to be an active agent, to develop his own interest, to discover his own problems, to think his own thoughts, and to draw his own conclusions. This socializing function is not possible in a school of repression and autocracy. When the curriculum is so constructed that students develop a well-rounded personality, properly adjusted to successful living in any society of which he may become

a part, then the school has achieved its socializing function.

As shown in Table 16, four of the persons interviewed, or twenty-five per cent, indicated that they thought the content of the curriculum was placed in the appropriate grade. Twelve of the group, or seventy-five per cent, did not think so. Most of the latter group thought the activities were too difficult for the students.

**TABLE 16**

GRADE PLACEMENT OF THE CURRICULUM IN SIXTEEN ELEMENTARY SCHOOLS OF HILL COUNTY HAVING MORE THAN TWO TEACHERS

<table>
<thead>
<tr>
<th>Question Considered</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
</tr>
<tr>
<td>Is the content of the curriculum placed in</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>the appropriate grade?........................</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade placement of the curriculum is probably one of the most difficult as well as the most disputed problems in elementary education. It is an important factor in determining children's success in school, in teaching success, in determining the mental hygiene of the classroom, and methods of teaching. It is evident from what is known about children and the educative process that grade placement of the curriculum can never be a standardized thing.
Each school must make its adaptation in terms of its children and its community. Caswell and Campbell suggest (1) that general guides rather than specific prescriptions be provided for each grade, (2) that for each age or grade group there be provided a variety of suitable subject-matter and points of emphasis, (3) that the course of study provide for flexibility, and (4) that teachers be given many aids for developing programs and activities appropriate to the age group with which they are working. Success is essential to growth. Success gives a feeling of security. Curriculum material for any field or grade should be within the experience of the pupil and should make provision for successful participation by all the children.

Table 17 shows the person responsible for selecting the new teaching material. In all of the schools the principal

| TABLE 17 |

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal...........</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Teacher.............</td>
<td>9</td>
<td>56</td>
</tr>
</tbody>
</table>

5H. L. Caswell and D. S. Campbell, Curriculum Development, p. 332.
either selected, or helped with the selection and in nine schools, or fifty-six per cent, the teachers helped.

Books and instructional material are the tools of the classroom and are of great importance to the learner, the teacher, and the curriculum maker. They should be selected with a definite view of the purpose and function they are to serve. The selection of these materials should be delegated to the ones who will use them.

Methods of Teaching

"Methods is a process of affecting change in the individual to be educated."  

In one sense the teacher's method includes everything she does in the classroom as well as the maintenance of many non-classroom conditions that affect learning and over which the teacher has some control. Of course there is no such thing as a method of teaching that is good for all subject-matter at all times and at all places.

The telling of exactly what, when, and how to teach is pernicious because it is a lie. It destroys the wholeness, the truthfulness, the reality of learning and makes it the mummeries of parrots or puppets. It gives in detail the parts which can never add up to make the whole. It violates that fundamental law of all the natural world that experience moves forward from wholes to parts. From trunk to tree, from twig to leaf, from flower to fruit. Always in the true order by which the wholes must be seen before the parts can be known. It is irrevocably fundamental that the whole problem of method must be known before its parts. Teaching must

---

be discovered to be at one with learning. Learning must be at one with itself.\footnote{A. Gordon Melvin, \textit{Methods for New Schools}, p. 4.}

In methods, as in curriculum, are found two conflicting points of view—one the traditional, the other the newer or progressive. The newer methods have been subjected to much criticism. Newer practices are ever met by traditional oppositions. Opposition to the introduction of new subject-matter seems to be dying out but the problem of how to teach what boys and girls should know is still being debated. The newer schools give as much consideration to the way in which things are learned as to what things are learned. Any task can be learned in ways that are dull and in ways that are interesting; in ways that make one want to learn more and in ways that make one stop learning. Modern schools strive to preserve in each individual the joy of learning.

Teaching should be a process of inducing self activity among students and leading them to solve their own problems, rather than a process of pouring into individuals a body of knowledge possessed by the teacher and to be given to the student whether or not the student sees any relation between it and his own needs. Schools that are classified as "old" lay chief emphasis on passing on the cultural heritage, while "new" schools stress the process of experiencing and discovering. Probably the poorest schools are those that
advocate any one point of view; the best schools are those that use judgement in each learning situation.

In schools with an activity program children are doing the things they will have to do throughout life—namely, solving problems and doing things by the best means available. They are learning to apply the knowledge they possess to the problems which confront them, and to find further knowledge they require when they need it. Contrary to common belief, the schools which have an activity program are as much concerned with the acquisition of the essential skills, such as arithmetic, reading, speaking, and writing, as the schools which have the conventional program. However, the objectives of the activity school include not only the acquiring of these skills but also the proper personality adjustment. "The newer educational practices aim at producing not walking encyclopedias but well-rounded personalities equipped with the skills and knowledge they will need in life."8

There is a prominent view in the newer school that the content of education should be integrated and that the learner should be thought of as an integrated whole. In the traditional school the day was divided into a number of periods, each of which was devoted to some school subject such as reading, arithmetic, history, geography, or spelling. The

---

8 Progressive Education Association, New Methods Versus Old in American Education, p. 4.
teaching in one subject was almost completely unrelated to the teaching in any other subject. If anyone suggested that carpenters be trained by practicing with a saw on one piece of wood, with a chisel on another piece, and a hammer on another, the suggestion would be condemned with ridicule. Yet if the teacher suggests that various skills be learned through the study of some problem, he is labeled an experimenter. Reading, writing, and arithmetic are tools used by the child in his adjustment to the society of which he is a part. He can be given practice with each separately, or he can be taught to use each while working on some project. Practically all the school subjects would be used in an experience of work but they would be treated not as a patchwork but as part of an organized design.⁹

Table 18 reveals that in six schools, or thirty-eight per cent, the students help plan the classroom activities. In ten schools, or sixty-two per cent, they have no part in planning the activities.

The schools are not permitting students to participate in matters that concern their own welfare. The modern school emphasizes the necessity of developing an educational program in harmony with child development. Successful teaching today is not accomplished by mastering teaching techniques; it grows out of the teacher’s understanding of

⁹Ibid., p. 8.
<table>
<thead>
<tr>
<th>Question Considered</th>
<th>Yes</th>
<th></th>
<th>No</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
<td>Num-</td>
<td>Per</td>
</tr>
<tr>
<td>Do students help plan classroom activities? ....</td>
<td>6</td>
<td>38</td>
<td>10</td>
<td>62</td>
</tr>
</tbody>
</table>

the child and of the society in which he lives. From the very beginning children should learn to work out plans for themselves. They will thus learn the way in which plans for democratic living are derived. They will see the school as their school. Classroom activities should be teacher-pupil planned and then teacher guided.

If the child is to develop the capacity to initiate, to lead, and to plan, he must have the opportunity to do all of these things. He cannot develop creativeness, leadership, initiative, and responsibility for his own actions under a dictatorship. Capacity for democratic living must be developed by living in a democracy.¹⁰

Learning is a process of experiencing. The criticism of the school of yesterday is that too much time was spent in studying about something rather than in doing something. Children studied about great writers, painters, and composers rather than doing creative work in these fields. They

studied about democratic citizenship and lived under a
dictatorship. They studied about the problems of the nation
of the past instead of seeking solutions to present day
problems. Table 19 shows that nine of the schools, or fifty-
six per cent, still spend most of their time studying about
something while seven schools, or forty-four per cent, place
more emphasis on experiences of children.

TABLE 19

REAL EMPHASIS IN TEACHING IN SIXTEEN ELEMENTARY
SCHOOLS OF HILL COUNTY HAVING
MORE THAN TWO TEACHERS

<table>
<thead>
<tr>
<th>Where Is Real Emphasis in Teaching?</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following prescribed course of study</td>
<td>9</td>
<td>56</td>
</tr>
<tr>
<td>Meeting needs of children</td>
<td>7</td>
<td>44</td>
</tr>
</tbody>
</table>

Ability to solve real life problems is not achieved
by narrow, academic types of experiences under autocratic
rather than democratic conditions, with emphasis on study-
ing rather than on doing, on imitating rather than creating.

The teacher is no longer regimented to the teach-
ing of a prescribed course of study and a given text-
book. She has become the guide to the learning ex-
periences of children, she has become the "director
of curriculum" in her classroom. The traditional
program required of the teacher primarily a knowledge
of the subject-matter she was to teach. The newer
program requires much more. It requires a much broader
knowledge of subject-matter, for the teacher has a
responsibility for selection. It requires a much
wider knowledge of children, the way they grow, their interests, their personality, and the way they learn. It requires an understanding of profitable learning experiences and the ways to organize and present them. It requires that the teacher utilize all of these factors and forces in providing an educational program.\textsuperscript{11}

Table 20 gives the response to the question, "What type of daily assignments are made?" In eleven schools, or sixty-nine per cent, page-by-page assignments were made each day from the text. Five schools, or thirty-one per cent, permit children to advance according to their ability.

\begin{table}
\centering
\begin{tabular}{|l|l|l|}
\hline
Type of Assignments & Number & Per Cent \\
\hline
Page-by-page from text............. & 11 & 69 \\
Advance according to ability....... & 5 & 31 \\
\hline
\end{tabular}
\end{table}

Education in the traditional school consists largely of learning essential skills and gaining a mastery of subject-matter and the adopted textbooks. It is very important that grade standards be met in the various subjects by all the children. Those who advocate the newer schools believe that children differ so greatly that effective learning takes place only as the curriculum is adjusted to meet the needs, interest, and abilities of the individual child.

\textsuperscript{11} Lee and Lee, \textit{op. cit.}, p. v.
Certain abilities, such as reading, writing, and spelling, are essential but all children should not be expected to develop these abilities equally or at the same time or at the same rate. Subject-matter is of great importance, but it is a means to an end, not an end in itself. It is evident from Table 20 that many elementary schools of Hill County cling to the traditional point of view.

Table 21 shows how pupil reporting is done in the elementary schools of Hill County. In six schools, or thirty-eight per cent, each pupil reports individually; in five

**TABLE 21**

HOW PUPIL REPORTING IS DONE IN SIXTEEN ELEMENTARY SCHOOLS OF HILL COUNTY HAVING MORE THAN TWO TEACHERS

<table>
<thead>
<tr>
<th>How Is Pupil Reporting Done?</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>6</td>
<td>38</td>
</tr>
<tr>
<td>Group</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>Combination of the two methods</td>
<td>5</td>
<td>31</td>
</tr>
</tbody>
</table>

schools, or thirty-one per cent, group reporting is practiced; and in the other five schools a combination of the two methods is used. Many opportunities should be provided for the pupils to cooperate with groups. The association with other pupils in groups may be more valuable than lessons formally learned in class. In individual reports each
person is striving to do better than the other. Group reports encourage cooperation; individual reports discourage it.

A fear that pupils will make mistakes causes many teachers to retain control. However, this risk must be taken if the pupils are ever to learn to govern their acting by their thinking. As shown in Table 22, in nine schools students were expected to follow the teachers' directions in solving their problems while in seven schools they were not.

Although the teacher has in mind very definite worthy objectives toward which she wishes to lead her pupils, she does not impose them upon the children. She guides her pupils to realize the worth of those aims and leads the children to accept them as their own.

We would classify under dominance all those forms of teaching that deny to pupils the opportunities of thinking, planning, and working toward a solution of

<table>
<thead>
<tr>
<th>Question Considered</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
</tr>
<tr>
<td>Are pupils expected to follow teacher's direction in solving their problems...</td>
<td>9</td>
<td>56</td>
</tr>
</tbody>
</table>
their common problems or the achievement of their common purposes. When a teacher denies a pupil the opportunity of thinking for himself, of determining his purposes, of controlling his actions, she is dominating him. It matters not whether the teacher is employing the authority of her position or the "sweetness" of her personality to control; if she is denying her pupils the above opportunities she is dominating the classroom. Dominance fosters dependence, freedom develops independence.  

In the ideal schoolroom there is a complete absence of dictatorial or authoritative stimuli.

An individual becomes a member of a group only as he actually participates in its purposes and responsibilities. Table 23 indicates that children are permitted to work in groups in ten, or sixty-two per cent, of the schools and in

<table>
<thead>
<tr>
<th>Question Considered</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num-</td>
<td>Per-</td>
</tr>
<tr>
<td></td>
<td>ber</td>
<td>Cent</td>
</tr>
<tr>
<td>Are the children permitted to work in groups?.................</td>
<td>10</td>
<td>62</td>
</tr>
</tbody>
</table>

s six, or thirty-eight per cent, they work individually. Through group participation students learn to cooperate in solving their problems. They learn to respect the rights of

12 Hollingshead, op. cit., p. 104.
the other members of the group. They develop an understanding of group welfare. The members regard themselves as sharers or partners. Democracy maintains that the highest development of personality is the result of active membership and participation in a social group.\footnote{Ibid., p. 28.}

Table 24 shows the number and per cent of schools permitting free communication among students. In ten schools,

<table>
<thead>
<tr>
<th>Question Considered</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Is free communication among students permitted?</td>
<td>10</td>
<td>62</td>
</tr>
</tbody>
</table>

or sixty-two per cent, this privilege was granted but in six schools, or thirty-eight per cent, it was not. Since the democratic way of life assumes the right of free discussion, children should have the opportunity in school to talk things over, to plan, and to discuss among themselves.

No longer is it felt that education must take place with pupils studying at a desk. Excursions have assumed a major
role in the curriculum of the child. Table 25 gives the number and type of field trips made. These trips were made in twelve, or seventy-five per cent, of the schools. Four schools reported they did not make trips. In nine schools the trips were made as the result of interest developed in science; five schools made trips as a result of interest in social studies; and eight schools made trips as a result of community interest.

<table>
<thead>
<tr>
<th>Are Field Trips Made?</th>
<th>Types of Trips</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Science</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Number Per Cent</td>
<td></td>
</tr>
<tr>
<td>12 75</td>
<td>4 25</td>
</tr>
</tbody>
</table>

The values which follow may be gained from field trips:
1. It is learning through experiencing.
2. Excursions are essential to the success of many of the construction activities.
3. Excursions stimulate creative expression.
4. Excursions contribute to the development of basic social understandings.
5. The trip itself is an experience in social living.\textsuperscript{14}

Table 26 shows the number and kind of activities used in the elementary schools of Hill County. Twelve schools made excursions, ten used dramatizing, nine made booklets, seven constructed things, five kept charts and records, two made picture shows, one made a garden, and one put on a radio program.

\begin{table}
\centering
\begin{tabular}{|l|c|c|}
\hline
Name of Activity & Number & Per Cent \\
\hline
Excursions & 12 & 75 \\
Dramatizing & 10 & 62 \\
Making booklets & 9 & 56 \\
Building & 7 & 44 \\
Keeping charts and records & 5 & 31 \\
Making picture shows & 2 & 12 \\
Making gardens & 1 & 6 \\
Radio programs & 1 & 6 \\
\hline
\end{tabular}
\caption{Number and Kind of Activities Used in Sixteen Elementary Schools of Hill County Having More Than Two Teachers}
\end{table}

Every experience activity which children engage in promotes, or should promote, individual and group growth. From the various activities children learn how essential

\textsuperscript{14}Macomber, \textit{op. cit.}, pp. 114-115.
it is to work together pleasantly; how much fun it is to participate with others; how the individual does not accomplish much without the cooperation of the group; how the group cannot complete an activity without individual participation; and how all get to enjoy the results of participation as individuals and groups.

Table 27 gives the number and per cent of schools sponsoring the various clubs. Twelve schools have home room clubs, seven have safety clubs, five have music clubs, four

TABLE 27

NUMBER AND KIND OF CLUBS USED IN SIXTEEN ELEMENTARY SCHOOLS OF HILL COUNTY HAVING MORE THAN TWO TEACHERS

<table>
<thead>
<tr>
<th>Name of Club</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home room</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>Safety</td>
<td>7</td>
<td>44</td>
</tr>
<tr>
<td>Music</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>Hobby</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Scouts</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>4H</td>
<td>2</td>
<td>12</td>
</tr>
</tbody>
</table>

have hobby clubs, four have scout organizations, and two have 4H clubs.

Clubs may be used in organizing the elementary schools for social purposes. Children enjoy holding meetings, making
plans, recording minutes, and otherwise observing parliamentary practice. As a result, they develop in poise, responsibility, and resourcefulness. They learn to respect the rights of others.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the degree of democracy in administration, construction of the curriculum, and methods of teaching in sixteen elementary schools of Hill County having more than two teachers. A summary is as follows:

In the majority of the elementary schools teachers are not permitted to help formulate the policies of the school and have no part in adopting new policies.

Very few schools have any form of student government. Teachers do not have a part in making rules and regulations in many of the schools but are expected to administer punishment when children fail to conform to accepted standards in the majority of the schools.

Regular faculty meetings are held in a little more than half of the schools. In very few schools are teachers permitted to plan the meetings and they do not preside at the meetings in any of the schools.

The elementary principals are unanimous in recognizing the value of permitting the teachers to plan the daily program.
Elementary principals set up the testing program in the majority of schools that have a testing program. Teachers help plan the health program in half of the schools. A committee is used in only one school.

Teachers decide on the promotion of pupils in all of the schools.

In the selection of library books, the ability of teachers is recognized and utilized in the majority of the schools.

The value of in-service training for teachers is not recognized in all of the schools, and sufficient means for furthering growth is not provided.

Students and teachers do not help plan the curriculum in the majority of schools. In most instances the curriculum is planned in advance and is not revised often. In schools where the curriculum is revised, the change may be suggested by principal, teacher, or student.

The content of the curriculum is determined by the required course of study in most of the schools. The majority of principals think that the curriculum does not provide for the adequate social needs of the children.

Only a small number of the persons interviewed think the content of the curriculum is placed in the appropriate grade.

In a majority of the schools the teachers are asked to help select the new teaching material; however, a few of the principals perform this duty by themselves.
Students are not permitted to help plan the classroom activities in the majority of the schools.

The real emphasis in teaching for a majority of the schools is the prescribed course of study, and assignments are made page-by-page from the text.

In most cases the children are expected to follow the teacher's direction in solving their problems. In many cases the pupils are permitted to work in groups, and free communication among students is allowed.

Most of the schools make excursions. The type of activities carried on is rather limited. The majority of the schools sponsor a variety of clubs.

Conclusions

This study clearly shows that democracy in administration, construction of the curriculum, and methods of teaching is not as evident as it should be. There is a lack of cooperation, participation, freedom, and equality among administrators, teachers, and pupils. Adequate opportunity for the development of initiative is not provided. Tolerance is not always encouraged. There is a tendency for the entire program to become static. In a situation of this type a feeling of security or happiness cannot be maintained at a high level. An attempt is being made to prepare individuals to live in a democratic society by using autocratic methods. It is the conclusion of the writer that the
elementary schools of Hill County are not providing for the adequate development of individuals for life in a democracy.

Recommendations

1. Principals and teachers should study the meaning of democracy and use this as a guide in the administration of the school, construction of the curriculum, and methods of teaching.

2. Each teacher and principal should carefully analyze his philosophy of education and discard those beliefs that are not in harmony with the principles of democracy.

3. Provisions should be made for greater group participation in all matters that concern the welfare of teachers and students. Each individual should be used to his maximum capacity, making sure that his contribution is honored and respected at all times.

4. Less emphasis should be put on subject-matter as such and more emphasis put on the needs and interest of children.

5. Principals and teachers should be alert and open-minded in all matters. Worthy suggestions should be considered and appreciated. Each individual should be willing to "give" and "take."

6. Society, today, is dynamic. Principals and teachers should realize that the changing social and economic conditions require continuous changes in school policies, curriculum, and methods.
7. All teachers are capable of growth. Principals should be aware of this fact and should provide ways for furthering growth.

8. All worthwhile progress is slow. A school cannot be classified autocratic one day and democratic the next. School people should realize this and should not attempt too many changes at one time or expect results too soon.
APPENDIX

INTERVIEW SHEET

1. Who formulates the general policies of the school?

2. Are new problems put into effect without a group discussion of them?

3. Are teachers committees used to study problems?

4. Have any major changes in the school policies been made as a result of the teacher's suggestion?

5. Who makes the rules and regulations for directing and improving pupil behavior?

6. Who fixes punishment when pupils fail to conform to accepted standards?

7. Are faculty meetings held regularly?

8. Who makes the daily schedule?

9. Who plans and presides at faculty meetings?

10. Who decides on the promotion of pupils?

11. Who plans the health program for the school?

12. Who plans the testing program?

13. Who selects the library material?

14. What provisions are made for in-service professional growth of teachers?

15. Who plans the curriculum for your school?

16. When is the curriculum planned?

17. Is the curriculum revised often?

18. Who suggests changes in the curriculum?

19. How is the content of the curriculum determined?
20. Does the curriculum provide for the adequate social development of the children?

21. Is the content of the curriculum placed in the appropriate grade?

22. Who selects the new teaching material?

23. Do students help plan classroom activities?

24. Where is the real emphasis in teaching?

25. What type of assignments are given?

26. How is pupil reporting done?

27. Are the pupils expected to follow the teacher's directions in solving their problems?

28. Are the children permitted to work in groups?

29. Is free communication among students permitted?

30. Are field trips made in your school?

31. What type of trips are made?

32. What activities are used in your school?

33. What clubs do you have in your school?
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