AN EVALUATION OF SCHOOL EXPERIENCES

IN THE FOURTH GRADE OF

LANCASTER SCHOOL

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AN EVALUATION OF SCHOOL EXPERIENCES
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LANCASTER SCHOOL

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CHAPTER I

INTRODUCTION

Statement of the Problem

This study is an evaluation of school experiences in the fourth grade of Lancaster School.

The Situation

Teachers are faced with the problem of "what to teach" and "how to teach." Through educational research, modern philosophy and modern psychology are to be used as the bases and the guide lines in selecting criteria for evaluating the school experiences in the fourth grade of Lancaster School.

Source of Data

The data for this study were secured from research of educational literature and studies made in the fields of philosophy and psychology, with special attention being given to those topics which deal with school experiences.

Limitations

This study is limited to the evaluation of school experiences in the fourth grade of Lancaster School. This evaluation is to be made in terms of criteria selected from modern philosophy and modern psychology.
Definition of Terms

Since this study is concerned with the evaluation of school experiences, it is plausible to arrive at an understanding of certain terms that will be used. The definitions of terms are as follows:

1. Evaluation is the appraisal of school experiences in the light of value criteria that are geared to the carefully selected purposes of youth. It should be restricted to those experiences which provide for the wholesome growth and development of the whole child. It is esteeming the worth of specific pupil behavior that is indicative toward the accomplishment of the pupil's carefully selected purposes. It is to be in terms of genuine educational values, but this would be impossible without adequate criteria that are based upon modern philosophy and modern psychology. The base word of evaluation is "value." Hence, the evaluation of an experience does not deal with a single isolated value at a time, but each value is measured against another until a new integrative value is found. By continuous use of the criteria those experiences can be judged for which the child has found new meanings and understandings. An evaluation should be based upon criteria that tend to measure those higher integrative values that have been realized in a democratic atmosphere. It should be a function of the whole situation including all crucial outcomes of experiences as
they relate to the improvement of those that are to follow. It should center on the clarifying of the needs, purposes, goals, and plans of youth. An evaluation should take into consideration the attributes and opportunities of youth. It cannot proceed without first identifying the nature of experiences, that is, without determining whether or not the experience is a means of gaining mental, physical, social, or emotional adjustments. It should take into account the individual differences of children. Since individual differences reveal individual needs, an evaluation should be broad enough to seek out the value of insights, understandings, ideals, loyalties, and patterns of behavior that characterize the free individual living in a democratic society.

2. An experience is a continuous, natural, forward-moving process of interaction of the individual with his environment. During this process both the individual and the environment are combined into a dynamic unity; yet, both are changed. Since an experience is synonymous with learning, it is not set up in advance. An experience emerges from a process of interaction and begins with a tension that disturbs and destroys a comfortable state of an individual. It is motivated by a purpose and directed toward a goal that is worthwhile to the individual. It is meaningful in terms of previous understandings. An experience is the result of a "trying out" of things through actual participation, It
is to be had through the senses with the qualities of newness, freshness, and creativeness. It constitutes growth in some direction and should be good to and good for the individual. In order to be satisfying it must be related to the felt needs of the individual and commensurate with his maturity level. An experience varies all the way from direct testing, handling, or seeing concrete objects to the purely indirect manipulation through words and other symbols. It is marked by emotion and is the doing, interacting, and undergoing of situations that bring about changes in meanings, attitudes, skills, and behavior.

3. Democracy is a way of life in which individuals can expand, differentiate, and integrate within themselves; yet, through intelligent interaction they can become a functioning part of the larger whole. This way of life provides for a free, peaceful, friendly, and cooperative way of living. It demands that the individual be tolerant and devoted to the principles of freedom, equality, and justice for all. Democracy exists in an environment in which an individual can make decisions for himself as long as they do not interfere with the rights of others. Democracy is promoted by an environment in which one through his own creative talents can think for himself, release his human spirit, develop a greater sense of belonging, and pursue his values through a process of meaningful, purposeful, and
goal-seeking behavior. Democracy provides that all action be determined by individuals or their duly elected representatives. It exists when the minority continues to have the right to be heard until it has reasonable opportunity to become the majority. This way of life is still evolving and struggling toward ideals that are continuously changing with man's enlightened progress.

4. Modern philosophy is a set of beliefs or values accepted by an individual after critical thinking has been done. It reflects ideas, attitudes, experiences, and modes of behavior that emerge from the environment. Philosophy should be organized, analyzed, and evaluated so as to facilitate the making of intelligent decisions with regard to policy or conduct whenever there is a choice of values. It is a way of looking at things. It is "what to do" to develop the type of individual that is wanted. Philosophy should have clarity, simplicity, and utility. It changes with an individual's experience in order to be consistent with facts and other beliefs.

5. Psychology is a scientific study of human behavior. It views life as a process of continual interaction between the whole individual and whole situations in his environment, and accordingly he understands both experiencing and thinking as instrumental aspects of this process, working inherently within it. It carries its purposive, goal-seeking character into the very heart of the experiencing and educative
process. Psychology throws light on the nature of mental changes and the conditions associated with them. It is the story of the mental, physical, social, and emotional development of an individual. Modern psychology is a guide line in determining "how" to develop an environment in which an individual can approach a state of integratedness through his experiences.

6. Criteria are a set of concepts, derived from modern philosophy and modern psychology, to be used as a measuring device for evaluating the educative quality of school experiences.

Proposed Treatment of Data

This study is presented in four chapters. The first chapter gives the statement of the problem, the situation, limitations, definition of terms, and proposed treatment of data. The second chapter presents data from educational literature from which modern philosophy and modern psychology can be used as bases for selecting criteria to evaluate school experiences. The third chapter is the evaluation of school experiences in the fourth grade of Lancaster School. The fourth chapter gives the conclusions reached and recommendations made.
CHAPTER II

MODERN PHILOSOPHY AND MODERN PSYCHOLOGY AS BASES
IN SELECTING CRITERIA FOR EVALUATING
SCHOOL EXPERIENCES

Teachers are faced with the problems of "what to teach" and "how to teach." Modern philosophy and modern psychology are the bases and guide lines for planning, developing, improving, and evaluating school experiences. The purpose of this chapter is to screen out data from educational literature and to select criteria for evaluating school experiences in the fourth grade of Lancaster School. Criteria of modern philosophy are selected by critically appraising certain values and beliefs of the democratic process. Criteria of modern psychology are selected to provide for whole individuals to interact with whole situations in life. Individuals cannot exist without interacting with the environment in which they live. An interaction of modern philosophy and modern psychology gives the bases of "what to do" and "how to do" in evaluating school experiences for desirable living.

Concept of Modern Philosophy

Modern philosophy is a vital concept in evaluating school experiences. A concept of modern philosophy comes from the
society in which an individual lives; its source is ordinary experience in the given society or environment. Philosophy is arrived at by critical reflective thinking and checked by concrete experiences. It is a set of values, critically analyzed and so organized that an individual can make intelligent decisions when there is a choice of values. The quality of philosophy is determined by the quality of thinking which enters into the study and appraisal of experiences in everyday living. Through a process of experiencing and living, an individual acquires a consistent way of thinking and looking at life. A philosophy of education is the way an individual looks at education. Modern philosophy for evaluating school experiences is the way a teacher looks at school experiences as they affect the behavior and lives of individuals in a democratic society. An individual acts what he believes and believes what he acts. A philosophy is a reflection of social ideals that are tested by an individual's behavior in a society or environment. Modern philosophy is a set of beliefs and values, derived from the environment, and used as guide lines in determining "what to do" in the environment to develop, guide, and direct the type of living wanted in an individual.

A concept of sound philosophy is in harmony with democratic beliefs, with integrative learning, and with basic concepts of the educative experience. Attitudes, beliefs,
and values are realized in demand for balance or equilibrium in a given society or environment. Democracy in the United States is accepted as the ideal society and only social order in existence in which individuals may experience the wholesome life. It is the beginning point upon which to base school experiences that are continuous, relative, mutual, and contingent. Children need types of experiences that lead to an understanding of democracy and democratic institutions. Democratic education is the hope for the best life in the community, state, nation, and the whole world.

People in the world today have different cultures due to different ways in which they satisfy their needs. The school is "an institution set up by living beings, organized into what is sometimes called a 'society' to further the growth of all these living beings."¹ School experiences are to promote the growth of individuals for better and more useful living in the particular culture and society which the school serves. Otto says that the individual and society are inseparable and that the requirements for self-sustaining members of a social group vary for different cultures.

There are two inseparable aspects of every individual's life: the person himself and the society in which he lives. In order that the individual person may live a fruitful, rich, happy, useful life, he must have or develop a strong, healthy body, the necessary skills and proficiencies, the

appropriate attitudes toward work, self support, civic responsibility, relationships with other people, and so on. Without at least a reasonable degree of ability to be a self supporting, desirable citizen, the individual is incapable of sustaining himself in any society. These personal requirements for a respected and self-respecting, self-sustaining member of a social group vary for different cultures, but at the moment our attention is focused upon these requirements in the culture which now prevails in the United States.2

Modern philosophy should be flexible enough to meet individual differences and dynamic enough to parallel the ongoing process of living. It is a belief that the environment or school experiences should provide for the wholesome growth and development of the "whole" child to live in a democratic society to the best of his potentialities. The greatest resource of any nation lies in the potentialities of all its people. The growth and development of the potentialities of children can be realized when school experiences meet their needs in today's complex, changing society. Each child has a vast store of potential energy with inadequate experience to guide it for wholesome living. School experiences, cooperatively planned by all concerned, provide for the development of potentialities of each unique individual which are not only individually satisfying, but also socially useful. Experiences of high educative quality, cooperatively planned, promote growth in democratic thought, attitudes, and behavior. Modern philosophy, based on

democracy, is a basis for directing, improving, and evaluating behavior.

Types of living or behavior come from the society or environment in which an individual lives. One type of environment influences a child to behave one way; another type causes a change in his behavior and living in another way. The way to improve the type of behavior and living is to improve the quality of experiences. Enrichment of living comes by expanding, differentiating, and integrating as a whole. Modification of the behavior of an individual for wholesome living is an effective measure of school experiences.

The democratic way of life is the kindly, sympathetic environment in which the behaver can broaden experiences and continue to grow in broad living. The interaction in the democratic environment equips individuals to live democratically with satisfaction to themselves and value to society. It is an environment in which individuals are free to pursue a set of carefully selected purposes through a plan of action of their own. In the democratic process experiences can evolve and so develop individuals that they are able and willing to live a wholesome life in a democratic society. In a democratic atmosphere the experiencing is meaningful, purposeful, goal-seeking, and insightful. A democratic society has faith in experiences that will provide for desirable human relationship, self-realization, economic efficiency, and social responsibility. Through these experiences it should afford the
greatest opportunity for happiness. The secret of democracy is intelligent people. Philosophy can be used intelligently when intelligence has played a part in the formulation. A philosophy that has been accepted intelligently can be applied intelligently. The greater the intelligent belief in democracy, the higher is the quality of experiencing and living. Democratic philosophy does not give driving force to school experiences; it gives guidance and direction to living in a democratic society. A philosophy of life is a philosophy of education. It is a belief that school experiences must evolve to meet the needs of individuals in their way of life. Understandings, values, and skills are developed through experiencing. Democratic methods of cooperative interaction are needed as an integral part of every experience for living in a democracy.

Since our culture is democratic, the school must help children grow up in the democratic way of life better than they would if the school did not exist. Those who manage the school for the benefit of all must have (1) a considered interpretation of what is meant by democratic living; (2) a clear picture of how children grow up in this way of life; and (3) an insight into how the school can most effectively aid persons of all ages to continue to live by these democratic concepts.3

Fundamental Concepts of Democracy

Fundamental concepts of democracy give coherence and unity in living the democratic way of life. Basic to the living of

3Hopkins, op. cit., p. 95.
democracy is an understanding of its meaning. School experiences have a part in helping individuals to live and to understand the meaning of democracy.

Democracy is a word formed of two Greek words meaning 'people' and 'power'; and by extension it means rule of all the people. Abraham Lincoln called it 'government of the people, by the people, for the people.'

For democratic living, school experiences are of the individual, by the individual, and for the individual. A fundamental concept that democracy is a form of government through which people rule and which guarantees to the individual certain political and civil rights and liberties, regardless of race, class, or religion, helps to clarify the meaning of democracy.

Democracy is an ideal, a social order, and a way of life wherein truth, character, and morale are enduring aspects. It is an attitude that provides due consideration of one's fellowman. An individual is allowed to develop friendship, tolerance, and comradeship with his peers. Democracy provides for intelligent interaction as an individual behaves toward goals of his own. It is a way of life that emphasizes cooperative effort, right to express point of view, release of creative talents, individualism in a group, intelligent interaction and behavior, freedom in an achievement, greater sense of belonging, self-discipline and thinking for self, and needs arising from an individual. Democracy gives each individual

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the right to accept educational opportunities in which he can meet his needs and develop his potentialities to the best of his ability. "Faith in the potentialities of the individual man is one of the cornerstones on which American democracy is founded."  

Democracy is based on certain beliefs. It is a belief that government derives its power from the consent of the governed, that decisions made by the majority are usually the wisest, that the minority are to be understood and respected, and that opportunities are offered for the worth, regard, and development of the individual. Hopkins gives six beliefs which he calls, when they are taken together, a platform of democracy and a common denominator of democratic living:

1. Belief in the worth of the individual as a human being.
2. Belief that everyone has the capacity to learn how to act on thinking.
3. Belief that a person who must abide by decisions should have a part in making them.
4. Belief that the control and direction of democratic action lies in the situation, not outside of it.
5. Belief that the process of living is the interactive process.
6. Belief that cultural change should be accomplished through deliberative social action rather than by methods of uncontrolled violence. 

Democracy is an emerging and expanding concept capable of adaptation to the changing needs and conditions of individuals.

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5Hopkins, op. cit., p. 103.

6Ibid., pp. 102-103.
"Moreover, it provides for its own redefinition to meet new conditions. Democracy is dynamic; adjustment to new needs is an essential for its continued progress."7 School experiences must be adapted to changing conditions in a democracy, both for the individual and for society. "Any society grows in the direction of democracy to the extent to which each individual and group in that society can put basic democratic values into action in every aspect of daily living."8 Democratic procedures depend on the belief that all individuals will profit when the individual takes a responsible share in the experiences that not only affect his welfare but also the welfare of others. Hollingshead selects eight concepts in the democratic procedure. They are:

1. Democracy regards the individual as of estimable value and his development as the sole objective of society.
2. Democracy guarantees an equality of rights to all individuals.
3. Democracy insures freedom to all individuals.
4. Democracy regards individual and group welfare as interdependent.
5. Democracy places the relations of the individuals upon a plan of fraternity, that is, the rights of individuals are dependent upon the assumption by each member of the obligation to guarantee to every other member the same rights which he himself expects to enjoy.


8Florence B. Stratemeyer and associates, Developing a Curriculum for Modern Living, pp. 43-44.
6. Democracy achieves its common goals through the cooperative efforts of its members.
7. Government in a democracy is of the people, by the people, and for the people.
8. Democracy depends upon education as a means of perpetuating and improving itself.  

Democracy is a way of human understanding and of sympathy for others. The welfare of the individual is the end sought. Freedom of thought, speech, action, and religion are necessary to the functioning of democracy. School experiences can help children to live true to the concept and ideals of democracy that promote richer and better living in every environment. Spears formulates a concept of American democracy as follows:

1. Exalts individual worth and calls for respect of personality.
2. Grants the individual the right to free speech, free press, free worship, free discussion and criticism.
3. Asks the individual to assume the responsibility for his own actions.
4. Asks the individual to share decisions and to cooperate with others for the common good.
5. Asks the individual to be tolerant of others and to respect their rights and opinions.
6. Asks the individual to be aware of the society's problems, and to be ready to act for the common good, and to be alert to the improvements of the common culture.
7. Challenges the individual to improve conditions about him and to judge group action in the light of accepted social procedures.
8. Respects proper leadership and holds out to each properly qualified citizen the right to emerge a leader; leadership is achieved rather than seized.
9. Cautions the leader that his successful actions, in either personal or governmental affairs, is dependent upon enlightened public opinion.

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9Arthur D. Hollingshead, Guidance in Democratic Living, pp. 11-33.
10. Follows the will of the majority in determining the policy pertaining to the exercise of such rights as free speech, free press, and free assemblage.
11. Marks democratic self-government as dependent upon self discipline and self reliance.
12. Provides a republican government of three branches whose check and balances protect the state against the rule of the dictator.10

Democracy is a great social faith that works from the top down as well as from the bottom up. Behavior in a democratic society can be determined by the Golden Rule. It balances duties and responsibilities in a neighborly give-and-take to improve human relationships. Russell and Briggs present a "Creed of Democracy," consisting of sixty items, prepared in 1940 by the faculty of Teachers College, Columbia University. Some of them have greater value than others in forming a belief in fundamental concepts of democracy for school experiences. They say that an endeavor should be made to make a democracy which does the following things:

1. Extends into every realm of human association.
2. Respects the personality of every individual whatever his origin or present status.
3. Insures to all a sense of security.
4. Protects the weak and cares for the needy that they maintain their self-respect.
5. Develops in all a sense of belongingness.
6. Protects every individual from exploitation by special privilege or power.
7. Believes in the improbability of all men.
8. Has for its social aim the maximum development possible to each individual for the best interest of all.

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

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

43. Imposes only such regulation as is judged necessary for safe guarding the rights of others.

44. Assume that all persons have equal right to life, liberty, and the pursuit of happiness.

45. Insures standards of living in which every individual can retain his own self-respect and unabashed make his peculiar contribution to society in which he lives.

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

47. Holds that government derives its powers solidly from the consent of the governed.

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

49. Has faith that an individual grows best and most by activity and intelligently exercising his choosing provided it does not interfere with the interest of society.

50. Implies that all who are bound by decision of broad public policy should have an opportunity to share in making them.

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

52. Exercise tolerance to others without sacrificing the strength of conviction favoring different notions and practice.

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

54. Encourages constant re-appraisal of things as they are and stimulates a hope that leads to action for their betterment in the future.
44. Uses peaceful means for bringing about and promoting change.

60. Renews its strength by continued education as to its meaning and purposes.11

The Nature of Democracy in Relation to Education

If a democratic society is to be preserved and improved, it must be done through education that distinguishes it from other societies. A democratic society or environment cannot function without educated and intelligent individuals who can expand, differentiate, and integrate as a whole through intelligent interaction of the democratic process goals. Each individual needs to be developed to raise the level of the whole. School experiences have a share in the process of aiding children to grow in the knowledge of democracy. The school is to help provide experiences to develop the potentialities of every individual so that he can participate in the democratic way of living happily and successfully. "Democracy in education means bringing the management of the schools under an organic theory of learning so that every individual and every school unit may become a functioning part of a larger unitary whole."12

The nature of democracy in relation to education is an evolving process. Life is made up of experiences, and


democracy is lived. The individual and society are continuously changing. Beliefs, values, and behavior are evaluated as they function in everyday living. Democracy depends on education for maximum growth toward democratic values and ways of behaving. This growth is possible when the dominant agencies guiding the learner’s experiences—home, school, church, and community—put forth efforts to understand the basic concepts governing democratic living. Individuals must learn to think and behave on their own. School experiences should have enough value to demand thinking and wholesome behavior in the evolving democratic process.

The basic problems, situations, and experiences of everyday living in a democracy are central in life itself and become central in the education of learners. Everyone is concerned in some measure with such fundamentals as a way of making a living, getting along with other people, keeping well, adjusting to the natural environment, creative use of leisure, and developing a sustaining set of beliefs, values, and interests. Mort and Vincent give two purposes of education as follows:

The first is an individual one: to develop each youngster to the highest degree which he is individually capable of attaining—in body, mind, spirit, and feelings, and in personal, economic, home, and civic competence. The second is a social one: to replace our generation with a rising generation that is at least as competent to cope with the problems of community, state, nation, and world as the older generation.13

13 Paul R. Mort and William S. Vincent, A Look at Our Schools, p. 64.
Democracy in education exists in the behavior patterns of democratic faith and living. If it is to survive, modern philosophy must guide and direct the experiences which will benefit the living and behavior of each individual as well as behavior in a complex, changing society. Democratic behavior accords to every individual certain rights and responsibilities. There are some essentials of democracy in relation to education for the individual and for society.

Worth of the individual.—The nature of democracy in relation to education recognizes, respects, and regards the worth, dignity, and value of the individual, whatever his origin or present status. Everyone is entitled to respect as a human being. This means experiences through which each individual can grow to respect the unique worth, moral rights, and feelings of not only himself, but also of other individuals. "After all the cause of democracy is the moral cause of the dignity and worth of the individual."  

Through the maximum concept of the worth of the individual, the kind of individual that is wanted in a society will be produced. School experiences which aim to be democratic will be concerned with the highest welfare of each individual as the end sought. Democracy stands or falls by its faith in the worth of the individual.

The welfare of the individual is of primary importance in our society. Each individual is

considered to be of essential worth. Each individual is believed to have within him resources which he has a right and responsibility to develop.\textsuperscript{15}

The welfare of all.--The nature of democracy in relation to education is for the welfare of all individuals. Each individual's welfare is bound up in the welfare of others. By promoting the welfare of others, an individual promotes his own welfare. Democracy is freedom to function but not to do as one pleases, if it interferes with the welfare of others. The pooling of school experiences, in mutual respect and mutual tolerance of give and take, is one method by which human beings can succeed in carrying on this concept of the welfare of all for living and letting live. School experiences are for the welfare of all individuals and not the individuals for the welfare of experiences. The art of living together in school in ways in which the life of each is profitable in building up the consideration of the welfare of others is a means by which this concept may be carried on in education.

Democracy prizes a broad humanitarianism for interest in the other fellow, a feeling of kinship to other people more or less fortunate than oneself. One who lives in accordance with democracy is interested not only in his own welfare but in the welfare of others--the general welfare.\textsuperscript{16}

\textsuperscript{15}Stratemeyer and associates, \textit{op. cit.}, p. 44.

\textsuperscript{16}Otto, \textit{op. cit.}, p. 196.
Equality of rights for all.—Democracy guarantees an equality of rights to all individuals, but it cannot give an equality of potentialities to its members. Equality of rights demands that society and education accord to each individual those experiences which will make it possible to develop himself to the best of his potentialities. Every individual must be recognized as a unique and distinctive individual, and school experiences must be provided for his particular development. School experiences must be planned cooperatively and must be allowed to evolve in reference to the potentialities and individual differences.

An intelligent individual learns to respect the equality of the rights of others. He knows that people have the right to live, to work and own property, and to have certain personal freedoms and rights: life, liberty, and the pursuit of happiness. With an understanding of the rights of others, individuals develop the willingness to respect the equality of rights and to treat other individuals as they would like to be treated. Democracy guarantees an equal share in determining the purposes of social action and in planning the means of obtaining the common purposes. Equality of education for all is not achieved by the mere physical existence and equipment of schools; it involves also the quality of teaching and learning experiences that take place in them—an equal respect and chance with all others to make the most
of one's potentialities. The time has come to make public 
education equally accessible to all for America's future sits 
today in a schoolroom. The nature of democracy in relation 
to education has affirmed that all children of all the people 
shall be educated equally, according to their potentialities. 
If teachers dictate, they limit the potentialities of indi-
viduals. The following principle taken from the Declaration 
of Independence postulates an equality of rights and not an 
equality of potentialities:

These truths are held to be self evident, 
that all men are created equal, that they are en-
dowed by their Creator with certain inalienable 
Rights, that among these are Life, Liberty, and 
the pursuit of Happiness.17

Freedom for all.--Freedom is a personal achievement and 
must be acquired; it is acquired by learning how to behave. 
There can be no freedom without responsibility of behavior. 
Freedom means that an individual is capable of intelligent 
self-direction or self-guidance. The child feels the freedom 
of moving about in the classroom, but in return he has taken 
upon himself the responsibility of proper behavior. An indi-
vidual is given a chance to achieve his freedom through proper 
social behavior. Anyone is free as long as he does not inter-
fere with the rights of others.

In a positive sense, freedom implies the abil-
ity to choose purposes that will give direction to 
desirable growth, to foresee consequences of possible

17 Hollingshead, op. cit., p. 13.
courses of action, to control the means needed in reaching one's objective, and to evaluate one's purposes. In brief, freedom means the ability to direct one's action and development toward worthwhile goals.\textsuperscript{18}

Domination eventually destroys self-direction or self-guidance and develops a feeling of uncertainty, insecurity, hostility toward people, and resistance to authority. Freedom is not dictated or legislated; it is learned and lived. It cannot be taken for granted; eternal alertness and watchfulness is the price to pay for freedom. The teacher must work diligently to set up learning experiences in which children can live the ways of democracy.

Although the right to freedom in a group is equal to begin with, all the children may not achieve their freedoms at the same time or in the same degree. The freedom-respecting teacher lets each walk alone just as soon as possible, and just as far as possible. Society always has difficulty in getting some to control their own movement. So it may be in a classroom.\textsuperscript{19}

A free individual is one who is not dependent on the foresight of others. Plato regarded a slave as one whose purposes are determined by another. "Democracy liberates the individual to think critically and independently in respect to the purposes and problems of society."\textsuperscript{20} School experiences are to provide adequate opportunity for the

\textsuperscript{18}Ibid., pp. 15-16.

\textsuperscript{19}Harold Spears, \textit{Some Principles of Teaching}, p. 73.

\textsuperscript{20}Hollingshead, \textit{op. cit.}, p. 16.
development of the abilities of creative thinking, freedom of expression, and freedom of intelligent behavior.

A society of free individuals in which all, through their own work, contribute to the liberation of the lives of others, is the only environment in which an individual can really grow normally to his full stature. An environment in which some are practically enslaved, degraded, limited, will always react to create conditions that prevent the full development even of those who fancy they enjoy complete freedom for unhindered growth. 21

Freedom is a necessary factor in the school environment. The amount depends upon the experiences of the individual. As children live it in the classroom, they become able to think intelligently. Mort and Vincent suggest:

Those who are continually told what to do never learn to think for themselves because they never have to. The modern school gives a youngster a chance to do some of his own thinking, to make some choices himself. Whether the freedom is large or small, it is the freedom to make choices which is the greatest educative influence in the setting, plus the guidance of a wise, observant teacher. 22

Interaction of the individual and society.—The democratic process of interaction incorporates all the concepts and ideals of democracy; it is the core of cooperative, intelligent, and continuous interaction. The behavior of individuals, the action of groups, the cooperative interactive process, and the atmosphere in which these are developed are major aspects of democratic education. Interaction regulates


22Mort and Vincent, op. cit., p. 72.
all relations of individuals in their contact with each other
and with groups. "Group" means individuals sharing, particip-
pating, and cooperating toward goals of interaction within
the group and free interaction between groups. Members of a
democratic group regard themselves as sharers or partners.
Group growth and development are major objectives of demo-
cratic education. Schools are concrete means of creating a
social group in which social intelligence can be shared. "In
democratic interaction the purposes are set by the group after
inquiry into the needs of the individuals who comprise it."23

Group consciousness implies a recognition on
the part of individuals of an identity of their
interests with those of their associates. It im-
plies a recognition that only through united ef-
forts can individuals hope to solve their common
problems or attain their common goals.24

Democracy rests on intelligent participation in a group.
Participation gives the individual a deeper feeling of secur-
ity and belonging to a group or society. Through democratic
process goals, school experiences can evolve and provide op-
portunity for participation of all individuals in a group.
When a prescribed way of behavior in thinking, feeling, and
acting is imposed, it ceases to be intelligent participation
and becomes passive submission. The participation of all in-
dividuals in the same school experience without any expanding,

23Hopkins, op. cit., p. 9.

24Hollingshead, op. cit., p. 34.
differentiating, and integrating, results in the dwarfing of personalities and individualities.

Democracy places a reward upon the personality and individuality in a group or society. Since individuals differ in their potentialities and capabilities, personality or individuality can never be fixed. Experiences must be provided for the desirable growth and development in all those potentialities which are in harmony with the best interests of the group. In cooperative planning each member of the group is expected to do his part. Helpful suggestions are given to the less able so all can participate. This develops an intelligent attitude toward individuality and personality development in a group. "The fullest expression of the individual is to be found in a society that has been formed for the sole purpose of promoting the best interests of its members considered individually and collectively."25

Cooperation is an outstanding characteristic of a democratic group in the realization of goals and objectives which the members have agreed upon and accepted. Individuals who use a cooperative interactive process in solving problems of living set the focus for democratic education. Cooperation is a composite of planning and working together and evaluating results in the best interest of the group. A democratic type of cooperation is achieved through volunteer and intelligent

25 Ibid., p. 28.
cooperation and not through forced cooperation; it is a type of cooperation that is planned and accepted by all concerned in the present life or situation. It is dynamic, the will of the majority, and the contribution of all for the social good in a group. When individuals learn and accept the concept of cooperative effort, they understand, get better results and evaluation, and learn all the little specific ways of working together in the cooperative process. An essential in a cooperative interactive society or group is "'thinking men' willing and able to use a scientific approach to the solution of individual and social problems." 26

In this democratic level each individual is 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 designated by the group to coordinate better the efforts of individual members. This democratic level of cooperation is difficult to achieve because it demands 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. 27

There is a continuous change in every aspect of the good social life. The nature of democracy in relation to education is an evolving process, and continuous planning, interacting, and evaluating must take place for intelligent change.

26Stratemeyer and associates, op. cit., p. 45.
27Hopkins, op. cit., p. 8.
New values, beliefs, understandings, meanings, inventions, and scientific discoveries benefit society and demand "change." School experiences that were adequate in the past must change to meet new needs and demands in the present good life.

The good life cannot be charted; it cannot be mapped. Its scope is not fixed and defined for years in advance of the living. Life is good to live to the extent that its scope is flexible, changing, variable, but intelligently directed. When it is fixed in advance, the quality of experience is reduced, and the good life is thereby restricted. 23

The times demand educational change. School experiences must change and become life-centered in preparing the people's children for more effective individual and group living in a democratic society. The nature of democracy in relation to education provides for successful adjustment of the individual in his changing culture and operates according to known concepts of psychology.

Concepts of Modern Psychology

Psychology, as defined in the introduction, is a scientific study of human behavior. It is a systematic investigation of the behavior of organisms. The word "behavior" implies activity. This activity may be integrating or disintegrating. The activities of various glands and muscles are a part of behavior. Even a sleeping person is active, for his heart continues to beat; he breathes; he digests food; he moves, and he even thinks.

23 Ibid., p. 344.
Psychology in this study is concerned primarily with school experiences of children in the classroom. Present behavior of children is based on past experiences. Through the medium of psychology many things may be learned that will be helpful to teachers in guiding, directing, motivating, and stimulating children in their experiences. Whenever children, interacting with their environment, are observed, it is done through applying the concepts of psychology. Psychology demands that all observations be made with an open mind; that is, the psychologist must have the same attitudes and use the same fundamental methods as the physicist, the chemist, the astronomer, the biologist, or any other scientist. In making a psychological observation, one must know what to observe. This observation must be accurate in order to be of any value.

Integration.—Integration is one of the most challenging concepts in the field of education. It is a psychological term that refers to wholeness or unity. Integration comes from the interaction of things. It is a word used to describe the behavior of an individual who is in continuous interaction with his environment. When an individual faces his environment, problems arise. The problems upset the equilibrium, and the individual moves against the situation or interacts to restore equilibrium. This process is integration, which is the name for intelligent interaction.
Hopkins considers integration from three points of view as follows:

From the standpoint of the individual, it may be thought of as the continuous expanding and developing of the unity or wholeness within. From the standpoint of the environment, it may be considered as a continuous growing, expanding unity of relationship with the culture. From the standpoint of the interacting process, it may be considered as developing, refining, testing the value and attitude system, thus making for more intelligent control. All three of these are involved in every instance of conscious behavior. Integration, then, implies the conscious intelligent improvement of this interacting, adjusting process.29

Integration is a shorthand word used to describe intelligent behavior which implies purposeful behavior. An individual is participating in purposeful behavior in an integrative experience. Since life is an ongoing process of experiences and since education must be concerned with improving life and living, it seems that education must be concerned with improving the ongoing, interacting, adjusting process of experiencing. Hopkins says that "from an educational viewpoint, integration must be the shorthand word to describe the process involved in this intelligent, ongoing, interacting, adjusting behavior.30 Burton says that integration is a primary characteristic of living organisms.

It is important to know that integration is a primary characteristic of living organisms. Human

29L. Thomas Hopkins, Integration, Its Meaning and Application, p. 10.
30Ibid., p. 2.
beings are born physiologically integrated and continue to grow in an integrating fashion physically and mentally until parents, teachers, and other factors interfere. The point is, particularly with young children, that the school maintain and promote, primary integration of living organisms by providing learning experiences which are purposeful, continuous, and interactive. 31

An individual becomes upset when equilibrium is disturbed. The individual, in restoring equilibrium, acts as a whole organism and brings into play all the aspects of his being. Hopkins gives the aspects as follows:

1. the physiological, which refers to internal glandular secretions and chemical changes.
2. the physical, which refers to neuromuscular activity.
3. the emotional, which refers to the changed physiological state as related to feelings and attitudes.
4. the mental, which refers to the quality of the thinking involved. 32

Every act of an individual is removing tension and adjusting to situations in life. This adjusting may be integrating or disintegrating action. The integrating individual does not try to escape the disturbances or problems which the environment raises. He reworks his past experiences in attempting to find a pattern of behavior that will assist in the interaction with his environment. Hopkins lists eight characteristics of integrating behavior of an individual as follows:

1. makes wide contact with the environment
2. approaches the ensuing disturbances or problems with confidence, courage, hope, optimism

32 L. Thomas Hopkins, Integration, Its Meaning and Application, p. 4.
3. collects, selects, and organizes material for the solution of these problems
4. draws relevant conclusions
5. puts into practice the conclusions in changed behavior
6. takes responsibility for the consequences of his behavior
7. uses feelings either as instruments or ends as compatible with the preservation of wholeness
8. organizes pertinent aspects of his successive experiences so that they are better available for use in subsequent experiences. 33

The energy system of an individual is able to adjust to disturbing forces. The whole system of energy follows the most direct route to relieve tension and to maintain a state of integratedness. It refers to the relationships of an individual to other individuals and to society. Integration is a continuous whole. It means learning things which will continue to be meaningful and useful in everyday behavior as far as the learner can see ahead. All integrating takes place in a purposeful, functional, learning experience at the time. Hopkins defines integrating behavior in any situation as "that in which the individual begins with, continues with, ends with, and carries on with a unified internal wholeness." 34

It is possible to observe children in everyday activity and to note particular ways of acting which are evident of integration or lack of it. The well-integrated individual is a person of good mental health. He has a wholesome philosophy of life and has developed his capabilities of adjusting

33Ibid., pp. 2-3.  
34Ibid., p. 6.
and re-adjusting his behavior to meet changing conditions of life. He is able to approach new problems of living with confidence and to bring past experiences in their solution. He is a person whose social, intellectual, and emotional growth keeps pace with his physiological maturation. Burton says that "an integrating personality is one whose knowledges, desires, and abilities are in essential agreement; one in which new controls are unified after being individuated. Integration in an intelligent purposing agent means sanity or wholeness of mind, body, and emotions."35 Beaumont and Macomber say that individuals may be integrated or disintegrated in their behavior.

Individuals who are capable of making satisfactory adjustments to life situations, who face problems with confidence and enthusiasm, and who can profit by past experiences in adjusting to new or modified situations, are said to be well integrated in their behavior. Conversely, individuals who face new problems with fear and uncertainty, who are unable satisfactorily to adjust to new situations, and who continuously are torn between conflicting forces, are to a greater or lesser degree disintegrated in their behavior. Integration, then, is a matter of degree and varies from time to time during the life cycle of a person.36

Integration is essential to the wholesome development of the individual and society. The implications for education are many and are vital to the very welfare of society as well

35 Burton, op. cit., p. 135.

as the individual. From the point of view of the individual, it means providing experiences in an environment to furnish all-round growth of an integrative nature. It means experiences in which the pupil continuously is learning to adjust to new situations by actual experience in so doing. Much of this experience must be acquired under careful guidance to insure that it will be integrative rather than disintegrative in nature.

From the point of view of social integration, the implications are equally important. The school must be a much more potent force than ever in developing the ideals of democracy essential to all; it must be aware of the major issues of social living--economic, social, and political. The school must provide experiences which will lead pupils into a continuous consideration of an experience with the major issues of life. These experiences selected from the ongoing life of the individual must also square with and further the social experiences of the accepted democratic way of life so that an integrating personality can possess a unified view of its place.

Beaumont and Macomber say that an integrative classroom curriculum is an experience program in which each individual can make his contribution to the group, great or small.

An integrative classroom curriculum is an experience program in which each individual is participating in purposeful learning activities as a contributing member of the group. The contributions
of each member to the activities of the group must be determined by his own capabilities. Each learning activity undertaken by the class as a whole can be organized to provide for a variety of experiences, in some of which each member can participate successfully. Rather than developing a situation in which the execution is accomplished by a particular few, it must be so planned that each person's performance materially affects the success of the whole project. . . . Conversely, the more capable children in the group must learn to relinquish some of their dominance and delegate to others tasks which they can perform. By sharing experiences in this manner, each individual learns to understand his own capabilities in relation to others and to appreciate the importance of the contributions of all to the common enterprise. . . . Whether his contribution is great or small, the individual must be made to feel that the project cannot be completed if he fails in his assigned task, and that the exceptional performance on his part will improve the quality of the group achievement. 37

As the group process continues, the individual interacts with other individuals and gradually develops certain behaviors. When he increases his scope of experiences, he makes a distinction between himself and everything that relates to him. With the emergence of self the individual begins to differentiate different behaviors peculiar to himself. In this process of interacting and differentiating, the individual begins to take on individuality or personality. He develops certain tendencies, adjustments, and qualities that set him apart as an individual. Hopkins lists these qualities as "initiative, industry, dependability, courtesy, critical thinking, and the like." 38

37Ibid., pp. 154-156.
38N. Thomas Hopkins, Integration, Its Meaning and Application, p. 12.
Personality.—The qualities of personality represent to a very great degree the interaction of the individual with the surrounding social environment. They are accepted by him as he recognizes their need in helping him interact with his environment. Qualities of personality are developed as the individual struggles to preserve and maintain wholeness. This is a continuous process and goes on to senility.

The determining factors that influence especially the development of an individual's behavior or personality are heredity and environment, or training and experience. Skinner says that "personality or behavior is not something which is dependent upon some one factor in isolation; in other words, behavior is not dependent upon inheritance by itself, nor is it dependent upon environment by itself, but it is the outgrowth of the various influences acting on an individual's various capacities and structural organization."39

As the term "personality" is used, it involves not only behavior on the part of the individual, but response to that behavior on the part of another individual. The personality provides the stimuli which act on other individuals and cause them to respond to his responses. With this concept of personality, educators recognize that they are dealing with the problem of the development of behavior and the richness of

39Charles E. Skinner, Elementary Educational Psychology, p. 38.
personality. Hopkins, in discussing richness of personality, says that it is "definitely related to integration in that the normal integrating, adjusting individual has the tendency to move confidently in an increasingly wider environment and interact with the numerous situations with increasing quality. He tends, therefore, to develop richness of internal individuality, which is recognized externally as richness of personality." 40

Personality, then, is a term used to designate behavior peculiar to a certain individual. It describes the differentiated tendencies of behavior. By this is meant the many responses, attitudes, desires, tendencies, behaviors, and purposes, not into a stereotyped pattern, but into a pattern peculiar to the individual. Before an individual's personality can be comprehended, it must be observed as a whole in the complex life situations in the field in which it is found.

Wheeler and Perkins give the following summary of the child's personality under the organismic laws:

1. The Law of Field Properties. Before the child's personality can be understood it must be observed as a whole in the complex life situation in which it is found. Personality possesses a field property or form of its own which is called in everyday language by the name of individuality. Individuality, then, is the property of the whole over and above its parts. The parts are traits of character taken separately.

40L. Thomas Hopkins, Integration, Its Meaning and Application, p. 15.
2. The Law of Derived Properties. Each trait of character derives its property from the total personality. A trait in one child means quite a different thing from the same trait in another child, for the total personalities are different. Therefore, the differentiated traits must be studied in their relation to the wholes of which they are parts.

3. The Law of Determined Action. When seen as a segregated whole, the total personality determines the nature and must be seen in terms of the social whole of which it is a part, for it is that social whole—the human nature-pattern that surrounds the individual—that determines the nature of the individual personality. The individual personality is an adjustment to the types of personality around it and to the demands which these personalities make upon it.

4. The Law of Individuation. Particular traits of character emerge from a primary, undifferentiated and nondescript personality. Each trait is related to all the others as it emerges. The several traits emerge together. In turn, the personality as a whole individuates from a field of human nature that we call society.

5. The Law of Field Genesis. The child's personality evolves as a whole. It is an expanding, differentiating total pattern. The pattern is not a bundle of so many separate traits; it is not a whole constructed out of parts; it is all 'one piece' from beginning to end.

6. The Law of Least Action. The child's personality is constantly striving toward the goal of balance or equilibrium. It demands harmony within itself and between itself and its social environment. Each trait that develops is a process of resolving a state of disequilibrium; each act carried out is a process of resolving tensions induced by social environment. One trait develops in the course of balancing another.

7. The Law of Maximum Work. A trait of character never changes without a change in the total personality. Correcting an undesirable trait is a process of readjusting the personality as a whole; all other traits undergo a change at the same time. Similarly, when a given trait is induced, or when it is improved, the total personality is changed. The effect of strengthening or diminishing a particular trait can be observed in changes that occur in all other traits.
3. The Law of Configuration. The effect that corrective measures will have upon a given trait depends upon the extent to which all other influences are affecting the personality. In other words, the personality never responds to an isolated influence. It responds to that influence in its relation to all the others that are exerting an effect at the same time. There is no one to one correspondence between a particular outside influence on the personality and the change going on within the personality. Each change that the personality undergoes can be understood only in the light of a total situation. 41

Since integration is a name of the process of intelligent interacting, personality and character are differentiated and interacting types of behavior that come out of this process. The personality and the character developed are dependent on the individual's success in maintaining what integration he has and the improvement of this integration in subsequent situations. In order to develop the type of personality and character wanted, education is to provide school experiences to aid the individual in making his behavior intelligent through better and better thinking.

Character.--Character and personality are very closely related. Character is a testimonial to one's behavior or the sum total of the distinguishing traits of a person. It is largely determined by the relationship of an individual to his fellows. Character is personality evaluated by social culture. The culture is all the man-made aspects in the environment. One's character is examined and evaluated by the

standards of custom, law, and the circumstances, which include his age, maturity, experience, the particular situation, and the beliefs and values of the culture. Hopkins explains that "a society evaluates personality in the light of intelligent critical thinking in the crises of life and approves such behavior as representing sound character, even though the result may seriously challenge the established custom or written law." 42

Havighurst and Taba ascertain in their study of character that it is learned behavior. They state that character is learned in three ways:

1. Character is learned through reward and punishment.
2. Character is learned through unconscious imitation.
3. Character develops through reflective thinking. 43

By precept and example effective education requires that each child be provided with experiences which further develop his character and awaken his dormant capacities that contribute to his all-round development and integration. With this concept teachers recognize that they are dealing with the problem of the development of intelligent behavior. The behavior of an individual is an insight into his character. It is controlled, examined, and evaluated by ideals in the


43Robert J. Havighurst and Hilda Taba, Adolescent Character and Personality, p. 6.
immediate environment. By facing a sufficient variety of life experiences, the child can improve his understanding of his environment. The key concept of personality and character, therefore, is intelligent integrating behavior that is ever-developing, changing, and modifying the whole individual.

Behavior.—Behavior is a psychological term that refers to an individual as an energized system that is influenced, colored, and modified by the environment. The modern psychological concept is that it is the act or movement of an individual as he moves against a disturbance to restore lost equilibrium. It is the way an individual organizes, controls, directs, or expends his energy. Each individual is unique in releasing, consuming, or expending energy; he develops as a single pattern of behavior. Every person has to meet two criteria in his interacting behavior in an environment: first, he has to satisfy his own wants; second, he has to satisfy the demands of the given environment. The human being is normally an active, striving creature in search of the things that will satisfy him.

Each act of behavior or experience brings about a change in the whole individual, physically, mentally, socially, and emotionally. Behavior follows the organismic pattern. When the energy system is stimulated, it responds as a whole. The individual reacts all over until tension is released and
satisfaction follows. Tension is what people think, divided by what the individual is doing and experiencing. The behavior or process in relieving tension causes the individual to act on his purposes, beliefs, values, attitudes, process of learning, and personality integration in the particular situation to satisfy needs, wishes, wants, drives, and the like. The individual is trying with his own biological and psychological equipment to achieve behavior adaptation and satisfaction. Kilpatrick discusses the newer, biological viewpoint in understanding behavior as follows:

As we look more closely at life itself, the newer biologic view of organism helps us to understand behavior possibly as never before. Any organism is seen as a self-regulative pattern, inextricably interwoven with the environment. When by a change either within or without the organism the equilibrium of the organism is upset, there ensues a strain which we variously call need, want, wish, drive, preference, or the like. Consequently upon this strain there ensue movements directed toward the environment which tend to restore the lost equilibrium. These movements will (typically) both continue and (if need be) vary until equilibrium is restored. Thus pepper in the nose brings an upset which in turn results in sneezing. 'Nature's effort,' we say, to remove the pepper. Or hunger (as an upset) brings 'seeking' movements which typically find food to relieve the hunger. All such movements so arising we call behavior. It appears that all life activities are of this nature. The specific 'drive' to them comes thus from the upset and continues (typically) till equilibrium is restored. This peculiar and characteristic connection here existing between the upset and the consequent varying behavior is highly significant. The upset furnishes the 'efficient cause' to the behavior movements. The same upset—or if you prefer, its removal—supplies at the same time the final end of these movements: the movements typically both continue and vary until the upset is removed. Such
a state of affairs presents an essentially teleological character. Behavior is at bottom pur-
positive.\(^4\)

Behavior is the act of an individual toward a goal or a whole situation in life. A situation is made up of two sets of conditions: internal conditions within the individual, and external conditions within the environment. The types of behavior are either those reduced to habit or those not reduced to habit. Each individual manages a whole situation according to the meanings he has previously acquired. Experiences may change types or attitudes of behavior in meeting novel situations. Experiences of various kinds may modify the disturbed condition into a condition of equilibrium and balance. The mapping out of a course of action that gives the most immediate reduction of an upset is the element of behavior that introduces purpose. The purpose of school experiences is to help each individual direct his energy and behavior wisely for himself and others. The measure of education is in the quality of behavior in meeting situations in life. The quality of human relations in group experiences becomes the basis of behavior with adult life.

The group in which an individual works has an effect on his behavior. The group experience can retard or accelerate the whole personality or behavior of an individual. Behavior is goal seeking and is sometimes thought of as an act or

movement toward a goal. Insightful experiencing is promoted by understanding the goal. Goals change with maturation and experiencing. There is no behavior where there is no goal. Goals provide direction for action; they stimulate, motivate, and build up the will to act. Energy is not released until a goal is set up. School experiences should start with immediate goals and evolve as the needs and purposes demand. The value an individual or group places on a goal determines the effort put forth to reach it. A goal is a low potential in an energy system. An individual may have many goals, but he reacts to the one that has the most value to him. The more value, the higher the energy released by an individual. Wheeler and Perkins have this to say about goals in the schoolroom:

Important facts to remember about the goal in learning-situations are, first, that it is the low potential toward which activity will take place. It therefore gives direction and an end to the activity. Second, the goal must be perceived before anything will happen. Third, the desired goal should be the lowest potential in the field of action at the time, guaranteed by making the goal vital and interesting. Fourth, indefinite goals are difficult to perceive, and always result in the setting up of extraneous goals. Fifth, the goal derives its property of attractiveness from a meaning given to it by the total life-situation in which the learning takes place, not from any force which it possesses by itself. This explains the importance of definite instructions and the clear-cut explanations of values. Sixth, activity from the perceiving of the goal to the 'closure,' or reaching of the goal, will take place over the shortest route in time. There is only one route to a given goal.45

A person is not known by the facts he has in mind; he is known by his behavior. Each individual continues to behave until senility. This behaving needs the direction and the guidance that develop the type of individual that can expend his energy correctly in living a wholesome life. Experiences should have enough value to demand thinking and intelligent interacting with the environment. The type of thinking or behavior exhibited by anyone in a particular environment depends on connections he is able to make between the disturbance he is experiencing and the activities that may increase or reduce it.

Meeting novel situations satisfactorily requires that the individual be able to rework old patterns of behavior and to discover elements of previously experienced stimuli and patterns to cope with whole situations. Unless the school provides a child opportunity to meet many new situations and experiences under guidance, the possibility is small that he will be able to cope with and to recognize with clarity a satisfactory and intelligent way of behaving. When the school secures particular types of wholesome behavior by means of stimuli and motives that the child is able to identify in out-of-school experiences, these types of behavior will operate generally in life situations. Caswell and Campbell say that "if the behavior is the type required by the aim of education, one may have greater confidence that the experience
involved will be educationally valuable." The final test of behavior lies in the actions of children and youth as they take their places as responsible members in home, school, and community life. Experiences developed in terms of every-day living must be evaluated finally in the light of the quality of behavior in the day-to-day living of children and youth. This is the ultimate test. Individuals who can deal effectively with life problems in terms of democratic values is the final goal. Experiences that contribute to the final goal must take into consideration individual differences.

**Individual differences.**—It is a commonly accepted psychological fact that no two human individuals are alike. Each individual is unique, physically, mentally, socially, and emotionally. This uniqueness adds to the complexity and the variability of school experiences. The "whole" individual is involved in every experience, although various aspects of his development are uneven and unique. Individual differences in personality and character are apparent even to the casual observer. Skinner says that "the varieties of needs and differences are almost infinite, whether in physical size, in personal and social adaptability, in tempera-

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Children differ in their own individual potentialities, in their rate of development, and in the status of their development at any one time. Peterson, Marzolf, and Bagley discuss individual differences of children as follows:

As the children grow out of babyhood their individual differences become increasingly evident. These differences result from various factors. There are inherited capacities and reaction tendencies. There are differences in rates of maturing, in tendencies to be emotional or calm, active or quiet. There are differences in health and in size and physique. There are differences in strength, speed and agility of motor performances. The actual expressions of these various capacities and tendencies are affected in many ways by a multiplicity of environmental factors. These factors include, not only opportunities to learn, and specific teaching devices, but also the emotional climate, such as security or insecurity, which colors the child's attitude toward his world. 

American democracy requires that each individual have a chance to develop the abilities he possesses. This means differentiated experiences. The bright child as well as the dull child must have his chance commensurate with his capacity. The modern psychological concept is to begin where the child is in his individual aspects. The wholesome development of the individual requires that school experiences be provided and be developed for, rather than contrary to, individual differences. Stratemeyer, Forkner, and McKim have this to say about individual differences in children:

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48Harvey A. Peterson, Stanley S. Marzolf, and Nancy Bagley, *Educational Psychology*, p. 50.
Children need to be understood and treated as the individuals they are, each with his unique potentialities and rate of growth, each with his own background, problems to be solved, specific habits to be formed, interests, and curiosities to be satisfied. . . . Children and youth should be studied to discover their differences, not with the idea that these should be eliminated but with the recognition that much of the richness of living and many of society's significant achievements come from the wealth of diversity in capacity, interest, and viewpoint. 49

Wide range of differences exists in every class, despite attempts to homogeneous or ability grouping. No individual has average needs and average abilities any more than he has average hands or feet. There is no more justification that all children in a classroom study algebra than there is in the requirement that all individuals learn to play a piano. In individual differences, experiences may be valuable to each individual that has a need for such in his life's plan. However, many types of experiences are and should be common to all children. Any individual in the United States is greatly handicapped if he does not have experience in meeting the demands and in solving the problems of everyday life. But even then, all individuals cannot and should not be expected to meet the demands and solve the problems with equal rapidity, equal degree, or equal understanding. The causes of individual differences are many and varied. Skinner says that "some of the causes that are considered most influential are

49Stratemeyer and associates, op. cit., p. 57.
heredity, physical environment, sex, race, culture, or 'social climate,' health, temperament and previous educational experiences."  

Classroom teachers need no argument to convince them of individual differences. They notice differences and observe limitations in individual characteristics of physical size and personality in pupils of approximately the same chronological age. Limitations of individual differences exist in the form of biological conditions which are predominantly of hereditary origin. Through cell division and maturation, organic cells grow to be ready for use, but of course not all at the same time. No two individuals grow alike. The timing varies, and some children go well ahead of others in certain aspects and abilities. Each action of individuals depends upon inherited potentialities, prepared for use by the growth process and made effective by functional experience or learning.

**Learning.--**A modern psychological concept of learning is that it is modified behavior in responding to a gestalt or whole. The whole is primary; the parts are secondary. Learning is defining new meanings and refining understandings from the mutually dependent parts from the wholes. The whole has different meanings in different situations. Learning is getting a new meaning, an insight, or a new response to cope

50 Skinner, op. cit., p. 152.
with a situation. It is any change in response or behavior caused by experience. Hopkins gives a conception of learning that is a philosophy and a psychology as follows:

Learning is sometimes considered as the progressive changes which an individual makes in the logic of his experience due to his increasingly purposeful efforts to resolve his own personal problems of living more intelligently. 51

Learning usually takes place in an experience in which the individual faces a novel situation in which old responses or patterns of behavior will not suffice. He reworks his old patterns of behavior and uses his background of experiences to find or to create a new response to meet the novel situation; this contriving is called learning. Learning involves the aspects of creating and conserving. The individual learns if he contrives a response which is new to him and which is adequate to cope with the new situation. Burton says that "a good learning situation consists of a rich and varied series of learning experiences unified around a vigorous purpose, aimed at a number of different learning products, and carried on in interaction with a rich, varied, and provocative environment." 52

Learning is the meaningful, purposeful, goal-seeking, intelligent interaction with the environment. It is creative


52 Burton, op. cit., p. 11.
and the result is new information, new insight, new skill, a changed attitude, and a changed behavior. The learning process is joined with growth and maturation in a unified development to meet present-day situations. The "whole" individual is involved in every "whole" situation, and his own development is a source of direction for the things he learns and does. The learner's biological development, his background of experiences, his will to learn, and his share in planning affect the meaning which experiences have. Learning results in reorganizing experience and behavior. The learning experience is dominated by a purpose set up by an individual.

Purpose is the dynamo and integrative element in learning. A purpose is a goal with a plan of action to reach it. There is no gestalt or whole without a purpose. Learning is most likely to occur when an individual has a definite purpose to accomplish. Without a purpose, learning does not take place. The purpose and goal arise out of the needs and natural life experiences of the learner. Not all pupil purposes are worthwhile, nor do the children's purposes alone lead to all necessary learning. However, a purpose is a necessary aspect of all learning situations.

The task of the teacher is to discover pupil needs, purposes, and interests through observation of behavior, informal conversation, and direct questioning. Another task is to
utilize the necessary materials and resources for the worthwhile-learning situation. By planning cooperatively, the child purposes and teacher purposes can take the same direction, and valuable learnings can result. Burton states that "one of the earmarks of the truly great teacher is the ability to utilize the natural purposes and activities of learners in typical school situations."\textsuperscript{53}

An essential aspect of learning is creativity. This aspect of the learning process makes it clear that creative work is not limited to art and music. It is an essential aspect of all experiences or activities that promote learning and the power to think. The more creative in thinking an individual becomes, the better and quicker he learns. When children are forced to study materials that have no meaning with their past experiences, the creative thinking process fails to function. Creativeness is a vital aspect of the process of desirable learning. Lee and Lee discuss a modern conception of learning as follows:

In order to be helpful a definition of learning should include the conditions, the process, and the result. Desirable learning may thus be defined as a change in the individual, due to the interaction of that individual and his environment, which fills a need and makes him more capable of dealing adequately with that environment. The condition is the filling of a need by this learning; the process is the interaction, and the result is his being more capable of dealing with some part of his environment. It is a change which makes some improvement in his future

\textsuperscript{53}Ibid.
action, so that he may do, or be, or feel something more effectively than he could have before. 54

Any adequate conception of learning must be flexible. All conditions which contribute to learning must take into consideration wholesome child growth and development. Hopkins gives six important conditions contributing to a desirable conception of learning. They are:

1. Learning is affected by the philosophy of life of the group in which the learning takes place.
2. Learning is conditioned by the available information concerning child growth and development in the culture in which the conception is formulated.
3. Learning is conditioned by the traditions which are already in operation or by the existing theories which lie back of the tradition.
4. Learning is conditioned by the experimentation of the psychologists.
5. Learning is affected by a theory of knowledge and experience. The conception of knowledge and experience affects the attitude toward cooperative interaction, and with it the basis for desirable learning.
6. Learning is conditioned by the results of practices in American schools. 55

Learning is essentially a process of acquiring meanings. When a thing, situation, or event has acquired meaning, it is understood. To grasp the meaning of anything is to see it in its relation to other things, to note how it operates or functions, what results will follow from it, what causes it, and to what uses it can be put. What the pupil does determines what learning, if any, occurs. The more active the participation

54 J. Murray Lee and May Lee, The Child and His Curriculum, p. 166.
of the individual in deciding what is to be done, the more purposeful the activity or experience will be and the more likely it will result in the desired learning product. Lee and Lee give the learning products as "responses and control of responses, values, understandings, attitudes, appreciations, special abilities, and skills." 56

Learning takes place through the senses which cause an individual to recognize some need. Taking action to satisfy the need causes a change in his behavior. Modern child psychology explains child behavior as tension or stress-relieving activity motivated by essential needs. The settings for learning consist of the novel situations which confront an individual to meet his fundamental needs. Learning occurs when the individual meets a need by responses or behaviors that he has not used before. Contriving a new way of meeting a need is a characteristic of learning. Fox, Bish, and Ruffner list seven general characteristics of all learning as follows:

1. Learning is growth-like and continuous.
2. Learning is purposeful.
3. Learning involves appropriate activities that engage a maximum number of senses.
4. Learning must be challenging and satisfying.
5. Learning must result in functional understanding.
6. Learning is affected by emotions.

56 Lee and Lee, op. cit., p. 165.
7. Learning is affected by the physical and social environment.57

Learning is a growth process and the expression of a potential. It expands, differentiates, and integrates with maturation and readiness. The energy of the learning process is derived from intrinsic and extrinsic stimulation and motivation. Intrinsic motivation is found in the needs, interests, attitudes, goals, and purposes possessed by or accepted by the learner. Basically, motivation is the life process itself with an end-result of normal, healthy growth and development in learning. There is always motivation in learning, and interest is a sign of motivation. The problem is to determine what kind of interest it is to be. The individual is not to do always what he wants to do. With guidance in motivation, the learner is to be interested in and to want what he does.

Motivation comes through internal and external stimulation as a driving force behind the act within the learner's level of insight and maturation. Wheeler and Perkins state that

Motivation is a process of energizing and definitizing the learning process. Motives are not external to learning; they are the aspects of the more rapid and efficient learning that comes, first, with intensity of stimulation and

57James Harold Fox, Charles Edward Bish, and Ralph Windsor Ruffner, School Administration, Principles and Procedures, p. 41.
second, with the fitness of the problem with respect to the learner's level of insight.58

When the situation or concept is on the maturation level of an individual, learning is facilitated. The psychological concept is to start with the child where he is and not where the teacher is. Learning proceeds better when a child knows where he is going and that place is somewhere that he wants to go. The readiness and maturity of a child are important factors in his learning. All children do not mature at the same rate, nor do they progress at the same rate. Sometimes it is necessary to postpone experiences for a while. One of the important tasks of the teacher is to direct the learning situation so that it starts where the child is. Lee and Lee discuss the concept of the maturation level of the child as follows:

It is always most efficient to start with the child where he is and build from there. To attempt to teach beyond the child's present maturation level is trying to build on a skyscraper which was started but where the builders neglected to put in the third floor before adding the fourth. They, of course, get nowhere, lose their materials and time, and do damage to the building already up. There must be a sound basis of learning and experience all the way up to the level on which we wish learning to occur, in order to have efficient results.59

Learning is an interactive process of doing, undergoing, and experiencing. Learning is as much a part of daily living as eating, sleeping, and breathing. Living and learning are

59 Lee and Lee, op. cit., p. 175.
simultaneous. School experiences can improve living and learning. Life that is rich with learning is filled with problem situations. Learning takes place in problem-solving situations that are not too easy nor too difficult. This learning process implies activity and creativity. A list of learning activities and types of things people do, classified into ten groups and supplied by Mossman, are as follows: "ad- venturing into the environment, creating, cooperating, judging values, consuming, recreating, recording, practicing, obeying, and controlling."

Learning lasts in proportion as it is made meaningful and purposeful to the immediacy of the satisfaction, success, enjoyment, and life of the learner. Individuals learn best by the integrative, democratic process. Hopkins discusses principles of learning as they are grounded in the integrative concept.

An individual learns best when he has his own purposeful goals to guide his learning activities.

An individual learns best when he is free to create his own responses in the situation which he faces.

An individual learns best when he is free to make his own organization of materials in the process of satisfying his own purposeful goals.

An individual learns best when he can share cooperatively in the management of the learning experiences with his fellows under the guidance but not the control of adults.

An individual learns best with sympathetic adult guides, such as parents and teachers, who know and understand him as a growing personality.

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60 Ibid., p. 237.
An individual learns best with adults who view learning as a genetic process, not as mere immediate overt behavior. An individual accepts and acts upon the learnings which he believes are personally valuable to him. 61

Learning is clarified through experience. Spears says that "the teacher cheats a child of part of his education unless he permits him to engage in all three of the closely related aspects of a learning situation, namely, (1) planning the experience, (2) carrying it out, and (3) evaluating it." 62 That experience is actually a process of learning has been established from a large number of studies.

Experiences.--Experiences of high educative quality are very vital psychological concepts facing teachers today. In the psychological sense, experiences represent the method of education. Changes in behavior represent the outcome of education. Behavior is caused and functionally modified through experiences. In all living, experiences with some qualities are preferable to experiences of other qualities. Failure of teachers and the pupils can be traced to poor classroom experiences. Education, in its broadest sense, is the accumulation of the effect of experiences. This sets the problem and the task to teachers in providing and evaluating experiences of high educative quality.


62Harold Spears, Some Principles of Teaching, p. 42.
Experiences cannot properly be called educative unless there is growth and development in some direction or a desirable change in some sphere of a person's behavior. All types of growth and development—physical, mental, social, and emotional—are equally important for intelligent living of the continuous good life. The individual's experiences make up his learning or the wholesome growth and development of modified behavior which is taking place within him. Each individual's pattern of growth is such that he is stronger in some capacities than in others. Patterns of growth are individual; experiences for growing should be as broad as all aspects of growth in the child. A modern classroom provides experiences that can be managed by all the learners concerned. The environment has in it a variety of types of experiences with many levels of difficulty in materials and activities of the same type. Children of the same chronological age may differ among themselves by as much as four or five years or more in their maturation and readiness to perform tasks. Individuals tend to seek experiences according to their growth needs and their abilities to accomplish tasks successfully and with satisfaction. Satisfaction, success, and enjoyment derived from educative experiences tend to lead to desirable growth, a more integrative personality, and a desire for continued similar experiences.

The less varied an individual's experiences, the more he will find himself in situations where old patterns of behavior
will not suffice in meeting novel situations. The goals toward which individuals are being directed must be kept in mind. Experiences toward static goals leave individuals unprepared in their behavior to participate intelligently in the modifications that are characteristic of an ever-changing, modern, complex society. "Any experience is educative which contributes toward: (1) a more integrating personality, (2) a better understanding and use of the democratic process of interaction, (3) increased respect for the rights, feelings, purposes, and values of others, (4) increased disposition and ability to act on thinking through ever-better, refined meanings, (5) a better living of a rich, all-round life, which in turn creatively begets good life for everyone."63

The root of the word "experience" comes from "expereri" meaning "to try out." An individual who tries out things is active. An experience is the continuous interaction of "whole" individuals with "whole" situations in his environment. Wholes evolve as wholes and are primary. The behavior of the whole is greater than the sum of its parts. "The nature of the parts and its function is derived from its position in the whole and its behavior is regulated by a whole to part relationship."64

64L. Thomas Hopkins, Integration, Its Meaning and Application, p. 27.
The whole individual regulates the amount of energy expended by the parts to relieve tension or to restore lost equilibrium. The meanings and behavior of the parts are determined by the whole in which they occur.

That the whole determines the properties of its parts may well become the basic pedagogical maximum of the future. . . . When a child is properly guided in organizing subject matter in the life of the whole, he will be able to unify facts and to generalize, since the items are learned in their right relationship in the first place.65

According to psychological concepts, it is evident that there is a necessity for presenting the whole before any attempt is made to understand the parts of any experience. The whole is constantly changing through a process of differentiation, structurization, and individuation. The mental, physical, and emotional aspects of an individual are inseparable and operate as a whole in continuous interaction with the environment.

Anything with which an individual interacts is a factor of his environment; the things with which he does not interact are outside the environment. An experience moves forward through the constant interaction of internal and external conditions that produce a situation.

The individual is in the environment, not as apples may be in boxes, but as sunlight may be in flowers. He is in the environment and the environment

65George W. Hartman, Gestalt Psychology, p. 262.
is in him. Any change in either produces a change in the other. 66

A different individual interacts with a different environment in every situation. An experience is interwoven with the environment, is dynamic, is never the same, and is never predictable or fixed. Hopkins defines experience as follows:

An experience is the continuous interaction of what 'at the time' constitutes the individual and what 'at the time' constitutes the environment. It is continuous, relative, mutual, and contingent. 67

Whatever condition initiates and sustains the interaction of the individual and his environment is the cause of experience. The immediate and sustaining cause of interaction is the constant loss of equilibrium. Without the continuity of experience a restoration of equilibrium or modification of behavior is impossible. Some experiences are inadequate and undesirable because of either the nature of the individual or the nature of the environment. The strength and weaknesses of the individual and the favorable and unfavorable conditions of the environment demand attention. Wynne says:

The educator should know the individuals with whom he deals as they developed and as they actually live. He should know their environment, the things with which they have been interacting, the things with which they are interacting, and the things with


which they probably will be interacting. Only with such information can he deal with them intelligently, effectively, and sympathetically. He must go further and prepare an environment with which they can now interact so as to improve the quality of their experiences.68

Life is a continuity of experiences, but not all experiences result in wholesome, intelligent learning or behavior. "An educative experience refines meanings, feelings, attitudes, and values so that the individual can project them clearly, accurately, and consciously through the medium of expression."69 The wholesome growth and development of the "whole" child may be stunted or harmed temporarily, or even permanently, by continuously facing experiences that do not require behavior of high educative quality. In every experience the whole child is involved and affected. An educative experience is desirable to the extent to which it increases the number and variety of abiding interests and relationships for the whole child in life.

There is some objective evidence to indicate that the teachers who know their pupils best teach them most effectively. The famous teachers have always been those men and women who made what they teach live. They related their teaching to matters that the learners thought were important.70


70William S. Gray, Cooperative Effort in Schools to Improve Reading, p. 176.
The things or matters that learners think are important are their real felt needs. "Needs" are disturbances or losses of equilibrium that individuals find in interacting with their environment. As needs are purposely developed, they become educative experiences. Experiences begin with and continue to grow out of the felt needs of individuals. An individual differentiates from his needs and selects the one for a goal that has the most value to him at the time. In meeting this need he sets up a purpose and forms a plan of action for it. In this process, if he reaches a state of equilibrium or one satisfactory to him, his behavior is of an integrating type. At this state he begins all over again in meeting another need.

The experience need precedes interest, and interest precedes purpose. Interests of children are not to be followed, but they are to be guided. Interest and purpose depend on experiences. The purpose implies practical and executive action; it is the motive or drive for continued action. The course of action selected is the sort of purpose that is educationally significant. A purpose interacts with other elements and plans of action to make an experience what it is. It directs, guides, and controls subsequent activities until satisfaction has been accomplished or failure has been accepted. Teachers who plan cooperatively with children will receive suggestions which will help to harmonize the experiences
with the needs of living. "It is found that whenever children are allowed to participate in planning, they tend to inject those things which are current in their home, in the community, and in the world." 71 The cooperative planning, the materials, the aids, and equipment of the classroom, and the general atmosphere of the environment determine in important respects the extent to which experiences of individuals become purposeful and integrative.

Integrative needs grow out of the drive of the individual to be recognized as an individual and to establish a satisfactory working relationship with the environment about him. Intelligent thinking, feeling, and action are combined into a purposeful, integrative behavior. This is the only type of behavior that develops personalities. The achievement of desirable integration is a function of the right kind of experiences. An educative experience for living is unified around the purpose of the learner, is continuous and interactive, and contributes to the natural integration of the learner. "If an individual is observed going about his business, it is seen that he is engaging in a series of activities which may not all be related to each other, but each of which is (a) directed toward a goal or purpose recognized by the individual and accepted by him as worthwhile at the time, (b) continuous with other life activities,

71 Willard C. Olson, Child Development, pp. 327-328.
(c) interactive with other persons and with factors in the environment, and (d) integrative for the individual in that it restores and maintains his equilibrium or successful adjustment. 72 Teachers must be familiar with modern psychological and biological concepts in order to guide and direct rich experiences in harmony with the integrative needs of individuals for present-day living.

A rich experience is an experience that is remembered. It is a "highlight" in an individual's life; it carries with it a sense of personal achievement and has a marked emotional tone. The richness of an experience is evaluated by the effect that it has on the behavior of an individual. Rich experiences may be based on past experiences that are flavored with direct sense experience. "They have a quality of newness, freshness, creativeness, and adventure, and they are marked by emotion. Some of the richest experiences are combinations of previous experiences into new and suddenly important insights." 73 Hopkins discusses the concept of rich and varied experiences as a biological need.

The individual needs opportunity for rich and varied experiences. A reasonable variety of experience is a tonic to the organism affecting all cells throughout the body. This gives a healthy tone to the body processes which is favorable to normal

72 William H. Burton, The Guidance of Learning Activities, p. 120.

growth of all individuals at all age levels. Richness gives the depth which every growing organism tends to explore. To deny either of these circumscribes the normal movement of the organism and tends to build abnormal ways of behaving. On the other hand, an environmental demand of too great an amount and intensity of varied experience tends to be as unadjustive to some individuals as too limited an amount. Many children may be too shielded and protected in some homes, whereas in others they may be overstimulated. This is also true in schools. The amount, variety, and richness of experience must be determined by the effect of such experience upon the behavior of the individual.  

The final challenge to teachers calls for experiences to meet present needs of everyday living in such a way as to build bases for intelligent thinking, choice, and behavior and to build the needed urge to use those bases for intelligent behavior in all areas of life. "The situations for everyday living reside in five major aspects of human life—in the home, as a member of the family; in the community, as a participant in civic and social activities; in work, as a member of an occupational group; in leisure time; and in spiritual activities, whether or not they are definitely connected with an organized religious group."  

The approach to persistent needs in life situations can be as varied as the individuals and the groups themselves. Each individual must recognize and work on his own needs in order to achieve 

74L. Thomas Hopkins, Integration, Its Meaning and Application, p. 182.

75Stratemeyer and associates, op. cit., p. 100.
success and satisfaction. It is the responsibility of the teacher to recognize individual differences and to guide each individual in the areas in which he needs experiences and competence for intelligent living. Experiences must be concerned with aiding individuals to improve their living and life adjustment. There is no justification for experiences that do not meet imperative needs of youth. Ten imperative needs of youth are as follows:

1. All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.

2. All youth need to develop and maintain good health and physical fitness.

3. All youth need to understand the rights and duties of a citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation, and of the world.

4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.

7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.
9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work cooperatively with others.

10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.  

Meeting vital needs in the immediate environment are essential causes of educative experiences. The experiences of elementary school children are fairly well encircled by their homes, school, and community. Children are familiar with their local environment to the extent that it is meaningful as a whole. Critical thinking and intelligent choices can be made in meeting needs and purposes within the immediate environment. Whole experiences or activities can evolve and reach out as far as the individual's potentialities, needs, variety of interests, purposes, values, goals, and background of experiences can take him.

The wants, desires, and attitudes of the individual at any moment are the means of making experiences meaningful and worthwhile. Out of these experiences, however, new interests and more mature purposes should emerge.  

In meeting needs, interests, and purposes, experiences offer opportunity for using a variety of resources in the environment to help the individual build new and refine old patterns of behavior on his maturity level, uniqueness of

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77Arthur I. Gates and others, Educational Psychology, p. 313.
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is universally recognized."\textsuperscript{78} This psychological fact affects the selectivity and guidance of school experiences for desirable learning. Lee and Lee say that experiences should be so selected and guided as:

1. To result in socialized human beings.
2. To give consideration to the emotional development of children.
3. To develop democratic skills, attitudes, and procedures.
4. To give consideration to the health and physical environment of children.
5. To make provision for the individual differences in children.
6. To be suitable to the maturation level of the child.
7. To meet the needs, purposes, and interests of children.
8. To be educative rather than miseducative.
9. To enlarge the child's understanding of important concepts.
10. To aid in the development of new meanings and expand experiences through the utilization of previous meanings.
11. To develop new meanings through adaptation to the needs of the local environment, utilization of available local resources, compensation where possible for environmental lacks, and participation in a wide variety of environmental situations.
12. To utilize some important aspects of thinking.
13. To make possible successful achievement by the child.\textsuperscript{79}

Experiences have some dominating properties that create for them a name as a whole. The whole can expand into a modification of behavior through the creative differentiated parts. "Desirable experiences must be characterized by (a) creative

\textsuperscript{78}Wynne, \textit{op. cit.}, p. 11.

\textsuperscript{79}Lee and Lee, \textit{op. cit.}, p. 204.
expansion; (b) creative differentiation; and (c) creative integration.\textsuperscript{80}

Creativeness is a vital aspect of the process of any experience. All individuals possess creative ability, but to different degrees. The more an individual experiences or learns, the more creative he is. Creativity signifies new ways of behaving that are new for the individual. Only as an individual faces new situations is he able to create new responses. What is new for one individual may not be new for anyone else. The individual learns by creative thinking. Any time that he improves upon his expression or expresses himself in a manner in which for him is original, he has engaged in a creative act.

Creative experience may then be considered in two ways. In the broad sense it includes the making of new interpretations and the seeing of new relationships in thinking and learning. In the more restricted sense it is the interpretation of one’s own ideas, thoughts, and feelings into a tangible form which is original with the person concerned.\textsuperscript{81}

Skills in creativity influence choice of activities. Creative interests and abilities are of great value to the individual as a means of fullest realization and satisfaction.

A creative experience is an important means of resolving personality difficulties and maladjustments. Each individual


\textsuperscript{81}Lee and Lee, \textit{op. cit.}, pp. 538-539.
craves a sense of uniqueness and wholeness of personality. Out of every experience a different personality emerges from what it was before. He develops new ideas, emotions, attitudes, and skills that he never had before. The selection of experiences should be for the all-round development of the "whole" individual in all aspects of living. Hopkins gives some criteria for selecting experiences of high educative quality. They are:

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

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Children have eyes, ears, noses, and muscles; they enjoy using them. The more all the senses and aspects of a human being are involved, the more interesting, meaningful, and lasting is the learning or experiencing. The types of experiences determine the types of growth and development taking place in individuals. School experiences of desirable types lead children's growth and development in the direction of the purposes of education. Education involves the making of suitable classification of experiences.

Experiences may be classified under two types. One is the direct, purposeful experience; the other is vicarious experience. The direct, purposeful experience is first-hand, concrete, and tangible; it involves seeing, handling, tasting, feeling, touching, and smelling. The direct, purposeful experience is actual participating, doing, and undergoing; it is the unabridged version of life itself. The vicarious experience is the imitation or "editing" reality; it is indirect and abstract. Visiting Yellowstone National Park is a first-hand, direct experience; seeing it in films or reading and listening about it is a substitute or indirect, vicarious experience. This is not to infer that the direct experience is always better than the indirect, vicarious experience.

Direct, purposeful experience gives a foundation or sound basis for indirect experience. Life cannot be lived exclusively on either type; both are needed. An individual cannot
successfully cope with reality on the indirect unless he has already had experience on the direct level. The vicarious experience, as the model or mock-up of the reality which it imitates, is a device which changes and simplifies the details of the real object. It is sometimes better for teaching purposes than the reality. The direct, purposeful experience is considered the best type of experience, but people cannot and do not learn solely through direct experiences. Even the slow or dull can learn many important behaviors and items through vicarious experience. Children of mental maturity, possessed with a degree of handling abstractions and a background of direct experience, learn and experience many complex things through vicarious experiences. One test of mental maturity is the ability to use abstractions and vicarious experience and learn by means of them. "With this type of learner, direct experience can become boring, wasteful of time and energy."83 Vicarious experiencing may take place through such means as direct observation, pictorial means, graphic means, verbal means, and symbolic means.

The experiencing and learning of many things take place through vicariously experiencing the direct experience of other people, places, and things. Individuals can learn many concepts, behaviors, understandings, appreciations,

83 Burton, op. cit., p. 75.
Habits, skills, and attitudes through reading, studying, analyzing, observing, and re-living the experience of others. Merely going through the motion is not having a vicarious experience that approaches the direct experience; it must be an active process with the learner re-living it as far as possible. Individuals can become so absorbed in vicarious experience as to be unconscious to all interruptions. Burton explains that the vicarious experience can approach the direct experience.

Persons who faint at plays or motion pictures, who shudder and weep genuine tears and not those of sentimentalism, whose heart beat and breathing are affected, are all having vicarious experiences which approach the direct. Chemical analyses show that vicarious experiences bring about changes in blood secretions which approximate changes in persons undergoing the real experience.84

Experiences reside everywhere, and the farther away an individual gets from direct, purposeful experiences, the more abstract they become. A well-educated person has a rich variety of experiences grounded in concrete, direct, personal experiences. Edgar Dale classifies experiences

... through a pictorial device—a metaphorical 'cone of experience,' The cone as a whole conveniently subdivides into three groups to explain the various types of sensory materials as they move from direct experience to the most abstract type of learning:

1. Direct experiences, contrived experiences, and dramatic participation involve Doing in order of decreasing directness.

84 Ibid.
2. Demonstrations, field trips, exhibits, motion pictures, radio, recordings, and still pictures involve observing in order of decreasing directness.

3. Visual symbols and verbal symbols involve symbolizing in order of increasing abstractness.\textsuperscript{85}

Schools provide experiences not readily available to all children. The utilization of a wide variety of resources and teaching aids for learning enables experiences to be of a higher educative quality. Resources for learning may be divided into major groups as human resources, physical resources, institutions, and customs. With each of the resources for learning there are materials and aids for the learning experience that seem to be more successful with that resource. The use of a variety of resources means a use of a variety of experiences for learning with the relationship between resources and the experiences or activities with which they are best suited. \textquotedblleft A variety of learning activities or experiences is necessary (a) to explore and build wholesome personalities; (b) to study problems of living most effectively; (c) to facilitate desirable interaction between individuals and the environment; and (d) to promote the best learning for each individual.\textsuperscript{86}\textquotedblright

Criteria for Evaluating School Experiences

1. Does the experience begin with and continue to grow out of the felt needs of the individuals?

\textsuperscript{85}Dale, \textit{op. cit.}, p. 52.

2. Does the experience become unified through evolving purposes of the individuals?

3. Does the experience provide for the cooperative planning and managing by all the learners concerned through democratic interaction?

4. Does the experience aid each individual to reconstruct and expand his past experiences through creative thinking to make intelligent choices?

5. Does the experience offer opportunity to use a variety of resources for learning to meet individual differences?

6. Does the experience assist each individual to mature his experience by making improvements in the logic of such experience for better individual and democratic group living?

7. Does the experience contribute to the growth and development of habits, skills, knowledges, procedures, and ideals normally used by an individual in the important activities of life?

8. Does the experience help each individual to build new and refine old meanings that will provide opportunity for challenging and abiding interests?

9. Does the experience aid each individual in developing wholesome behavior that is wanted?

10. Does the experience end with satisfactory and successful conclusions for each individual?
CHAPTER III

THE EVALUATION OF SCHOOL EXPERIENCES

Schools and teachers are faced with the problem of promoting experiences to improve individual and group living. An evaluation of school experiences in the fourth grade of Lancaster School is indeed a challenging, a vital, and a difficult problem to perform, especially when one's thinking is a part of the situation. It is a responsibility and a task to ascertain what is happening to children as a result of the experiences which they are having from day to day. The evaluation of school experiences can help a teacher solve this problem, it can furnish the impetus necessary to promote a more effective teaching-learning situation in terms of the purposes in providing for the wholesome growth and development of the "whole" child.

Evaluation means more than judging a few areas of child development and a careful recording of facts. In its broadest sense, evaluation means a study of the total development of the child in terms of his needs, his purposes, his capacities, the solution of his problems, and the demands which society makes upon him. It includes the consideration of the qualitative as well as the quantitative features of child growth and development to improve change in behavior for
living in a given society. If education is to make progress, teachers must face the problem in trying to determine what desirable changes of behavior are resulting from the experiences children encounter during their school life. The determination of what is happening to children as a result of school experiences is known as evaluation.

Underlying modern programs of education is a vital principle that the child is a whole being who is educated by a total environment. In any evaluation the teacher is an integral part of the child's psychological environment. A teacher must realize that what the class is and does is more directly a reflection of the teacher and her personality and behavior than of any other factor in the environment. She can make the environment pleasant and satisfying or highly unsatisfactory to individuals. A teacher can foster a democratic spirit and atmosphere with its encouragement of individual participation, or she can create a dictatorship with all its restrictions upon personal initiative and liberty. Children can be guided into purposeful learning situations, or they can be allowed to dabble in confusion. Whether a teacher wills it or not, she is a part of the child's very life at a period when his behavior patterns are in a highly formative stage.

School experiences should be provided to produce the type of boys and girls that is wanted. The ultimate evaluation
cannot be made until each individual has lived his life, but
continuous evaluation assists a teacher in appraising the
effectiveness of her teaching and in determining to what ex-
tent school experiences are helping children grow and develop
in every aspect. A child cannot grow and develop except
through experiences. All life is experiences, and a funda-
mental fact of education is that school experiences educate
in one way or another. Then, an experience of high educa-
tive quality forms the foundation for growth—growth along
physical, mental, social, and emotional lines. Growth of
this nature means that the child’s experiences, while he is
in school, can be so guided and directed that he will be the
kind of individual that is wanted.

The nature and needs of the particular group of individu-
als who are the learners must be considered in the evalua-
tion of school experiences. Though all may be nine, ten,
eleven, or twelve years of age, there are children of wide
and varied experiences and those with narrow experiential
backgrounds. This presents a challenge to guide and direct
types of experiences that can evolve and evolve to meet the
nature and needs of each child.

In this study the school experiences to be evaluated
are: "Organizing and Arranging the Classroom More Like a
Home"; "Conserving the Soil"; "Arranging, Planting, and
Raising Flowers"; "A Study of Cuba"; "Observing, Caring for,
and Studying Animals"; "Reporting on Hobbies"; "Observing Dairies"; and "Planning and Arranging a School Exhibit."
The evaluation is made in terms of the following philosophical and psychological "evaluative criteria":

1. Does the experience begin with and continue to grow out of the felt needs of the individuals?

2. Does the experience become unified through evolving purposes of the individuals?

3. Does the experience provide for the cooperative planning and managing by all the learners concerned through democratic interaction?

4. Does the experience aid each individual to reconstruct and expand his past experiences through creative thinking to make intelligent choices?

5. Does the experience offer opportunity to use a variety of resources for learning to meet individual differences?

6. Does the experience assist each individual to mature his experience by making improvements in the logic of such experience for better individual and democratic group living?

7. Does the experience contribute to the growth and development of habits, skills, knowledges, procedures, and ideals normally used by an individual in the important activities of life?
8. Does the experience help each individual to build new and refine old meanings that will provide opportunity for challenging and abiding interests?

9. Does the experience aid each individual to develop wholesome behavior that is wanted?

10. Does the experience end with satisfactory and successful conclusions for each individual?

Key for Evaluating the School Experiences

Tables are used to show the evaluation of school experiences in this study. Each school experience is evaluated by the ten "evaluative criteria." The evaluation is made by using rating terms of "Poor," "Fair," "Average," "Good," and "Excellent." "X" indicates the criterion and the extent to which each experience meets it.

Experience I, Organizing and Arranging the Classroom More Like a Home

Berdon Byrum brings a pot plant and places it on the bookcase in the fourth-grade room of Lancaster School. It immediately attracts attention and incites interest of the pupils. Various comments are made by the pupils and most of them are impressed by how much it improves the appearance of the room. They say that the plant makes the classroom look more like a home. Their interest grows to the point that different pupils suggest that they be allowed to bring something that will contribute to this idea.
At this point the teacher sanctions and encourages the suggestions; she asks the children if they think some more pot plants will make the room more attractive. Janis Clique says that she does not like too many pot plants and suggests pictures and a change of the bulletin boards more often. Others propose a clean-up campaign. This results in listing activities of cleaning the windows, blackboards, walls, book shelves, cabinets, radiators, desks, and floor. Each pupil selects the activity of his choice; a captain for each group is selected by the pupils.

After research is made by the pupils in textbooks, library books, and magazines, the necessary equipment is assembled; the general cleaning begins. Nancy Jenkins says that she would like to clean and rearrange the desks. A general discussion follows. Because of the crowded condition of the room, it is decided to arrange the desks in four groups.

Each pupil eagerly sets out to make his contribution to the beautification of the room. Some of the pupils bring roses, cut flowers, a fish bowl, three fish, shells and unusual rock formations for a curio shelf, and pictures for bulletin board displays. From this develops the idea that clean people live in clean houses. John Withers proposes a daily health check. John Pillow suggests that they have a doctor to check the boys and a nurse to inspect the girls. Finally they agree that they can save time by having an
assistant doctor and an assistant nurse. They keep daily inspection records on the teeth, hair, nails, handkerchiefs, daily baths, neatness, and eating a breakfast. The need for a plan to continue these experiences results in making a chart for individual duties in the classroom, in the lunchroom, and on the playground. Other experiences that evolve from this experience of organizing and arranging the classroom more like a home are adequate clothing, body posture, balanced diets, table manners, courtesy, safety in the home and at school, proper lighting, electricity, magnets, using the telephone, and fire prevention.

Table 1 reveals the evaluation of "Organizing and Arranging the Classroom More Like a Home." The ratings of the experience are indicated by an "X" placed under each criterion.

TABLE 1

THE EVALUATION OF THE EXPERIENCE--ORGANIZING AND ARRANGING THE CLASSROOM MORE LIKE A HOME

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<th>Ratings</th>
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<td>Poor</td>
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<td>Fair</td>
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<td>Good</td>
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<td>Excellent</td>
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Table 1 shows that this experience is poor in that it does not offer opportunity to use a variety of resources for learning to meet individual differences. The experience is fair in that it aids each individual to reconstruct and expand his past experiences through creative thinking to make intelligent choices and helps each individual to build new and refine old meanings for challenging and abiding interests. It rates average in that it becomes unified through evolving purposes of the individuals, assists each individual to mature his experience by making improvements in the logic of such experience for better individual and democratic group living, and aids each individual to develop wholesome behavior that is wanted. The experience is good in that it begins with and continues to grow out of the felt needs of the individuals and contributes to the growth and development of habits, skills, knowledges, procedures, and ideals normally used by individuals in important activities of life. This experience rates excellent in that it provides for the co-operative planning and managing of all the learners concerned through democratic interaction and ends with satisfactory and successful conclusions for each individual.

The objects children bring to school offer sources of information as to their needs and interests. A teacher can learn about the needs of children through the study of interest they express by chatting informally with them in the
classroom. Interests present needs. Integrative needs grow out of the drive, want, wish, or desire of the individual to establish a satisfactory working relationship with the environment about him. Children tend to seek experiences according to their growth needs and their abilities to accomplish tasks successfully and with satisfaction. Interests of children are not to be followed, but they are to be guided.

The essential causes of educative experiences are meeting vital needs in the immediate environment. The evidence is clear that children learn best through direct, purposeful experiences. It has been seen that learning of this kind is faster, retained longer, and is accomplished by deeper appreciation and understanding. When continuity, unity, sociality, and creativeness are achieved, the experience is educative. Continuity in experiences helps children see things in their natural wholes, and behavior is changed more readily and with more lasting effectiveness.

Each person has to meet two criteria in his interacting behavior. First, he has to satisfy his own wants; second, he has to satisfy the demands of society. The modern psychological concept of behavior is that it is the act or movement of an individual as he moves against an upset that is caused by a disturbance in his equilibrium; it is the way an individual organizes, controls, directs, or expends his energy. Each
individual responds as a whole, and he is unique in releasing, consuming, and expending his energy. Each act of behavior brings about a change in the whole individual. Each individual is an active, striving creature who is trying with his own biological and psychological equipment to achieve behavior adaptation and satisfaction. Therefore, behavior is purposive; it is a continuous process of planned action to accomplish a purposive need. The purpose of school experiences is to aid each individual in directing his energy and behavior wisely for himself and others.

Behavior is the act of an individual toward a goal; energy is not released until a goal is set up. Individuals or groups who are able and willing to deal effectively with life's problems in terms of democratic beliefs and values is the ultimate goal. Types of behavior come from the environment or society in which one lives. To achieve democratic ends, democratic means must be used. Democracy is the beginning point upon which to base experiences that are continuous, relative, mutual, and contingent. School experiences have a share in the process of aiding children to develop in the knowledge of democratic beliefs and values. Children are living and learning the meaning of democracy when they plan and work together toward a goal they have set up. The greater the intelligent belief in democracy, the higher is the development of behavior that is wanted.
Modification of behavior is an effective measure of school experiences. In the democratic process, individuals and groups learn to behave on their own. Individuals or groups do not develop in a vacuum. The interaction in the democratic process equips individuals to live democratically with satisfaction to themselves and with value to society. School experiences should aid each individual in developing the wholesome behavior that is wanted in a democratic society.

Experience II, Conserving the Soil

Wanda Ratcliff notices that the pot plant that Berdon Byrum brought is wilted. Rosa Clark suggests that the plant needs water, but after investigating it, she finds that the soil is damp. Bill Amyx remarks that it may need some plant food, because his daddy put some fertilizer on his lawn last fall, and it looks much better now. Others remark that their parents use fertilizer in their flower beds, in gardens, and some on their farms.

The teacher raises the question as to why the soil needs fertilizer. Larry Gordy replies that his daddy uses one kind of fertilizer on one part of his farm and a different kind on another part. Eunice Sandling says that her daddy never uses fertilizers, and he makes good crops every year.

At this point the teacher asks how these conditions can exist in the same community. John Withers replies that it
may be that soil conservation is needed, for his daddy has used soil conservation methods for over thirteen years; he has made better crops ever since. The teacher inquires as to whether anyone has read the article on "Soil Conservation" in the current issue of the school paper. Mary Strain has heard her parents mention it, and the prizes that it offers for the winners. Then the children urge the teacher to read the article to the class; she reads the article. The supervisor visits the room and asks that all the pupils participate in the contest by writing an essay on the topic given, "How Soil Conservation Has Made My Home Town Better."

Wallace White relates that his daddy works in the soil conservation office in Lancaster and that he would be glad to come and talk on how soil conservation has made Lancaster community better. After proper arrangements are made, Mr. White gives an interesting discussion and shows pictures to verify his statements.

Mr. Bradley, the high school vocational agricultural teacher, is asked to take the group on a field trip. This culminates in a ten-mile school bus trip over the Lancaster area; he points out and explains the various practices and non-practices in soil conservation. Mr. Bradley suggests that everyone’s food, clothing, and shelter come from the soil, and that only through proper care and use of it can the future generations be able to live here.
Thank-you letters are written not only to Mr. White and Mr. Bradley, but also to the principal and superintendent for the permission to go and to use the bus for the trip. Twelve pupils enter the essay contest that is sponsored by the Dalworth Soil Conservation District; as a result, two of the essays won first and second places. Others bring jars of the various kinds of soil that are found in this area and plant a bean in each. The rates of the development of these plants are studied, and a discussion of the effects of the sun, the weather, climate, rainfall, and seasons upon them are involved in this experience. From this experience the study of food, clothing, and shelter of many lands develops.

Table 2 gives the evaluation of the experience, "Conserving the Soil." It will follow the same pattern of ratings and criteria used in Table 1.

**TABLE 2**

**THE EVALUATION OF THE EXPERIENCE—**

**CONSERVING THE SOIL**

<table>
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<tr>
<th>Ratings</th>
<th>Criteria</th>
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<td>1 2 3 4 5 6 7 8 9 10</td>
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<td>Fair</td>
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<td>Good</td>
<td>X X X</td>
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<tr>
<td>Excellent</td>
<td>X X X</td>
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</table>
The data in Table 2 reveal that this experience is fair in that it becomes unified through evolving purposes of the individuals and helps each individual to build new and refine old meanings for challenging and abiding interests. It rates average in that it begins with and continues to grow out of the felt needs of the individuals, aids each individual to reconstruct and expand his past experiences through creative thinking to make intelligent choices, and aids each individual to develop wholesome behavior that is wanted. The experience is good in that it provides for the cooperative planning and managing of all the learners concerned through democratic interaction, assists each individual to mature his experience by making improvements in the logic of such experience for better individual and democratic group living, contributes to the growth and development of habits, skills, knowledges, procedures, and ideals normally used by individuals in important activities of life, and ends with satisfactory and successful conclusions for each individual. This experience is rated excellent in that it offers opportunity to use a variety of resources for learning to meet individual differences.

Each individual is unique and changing constantly—physically, mentally, socially, and emotionally. This uniqueness demands differentiated school experiences and variability of resources for learning. Wide range of differences exists in
every class and class group, despite attempts of ability grouping. For purposeful, meaningful, goal seeking, intelligent interaction, school experiences must offer opportunity for the use of a variety of resources for learning.

One of the best ways to provide meaningful materials is to utilize the first-hand resources of the community—the human resources, the physical resources, the institutions, and customs. The child is familiar with the local environment, and an expanded, differentiated, and integrated meaning can be developed. Resources are worthwhile as they relate and function in the total situation. If resources are not chosen to serve a direct need of the learner as that need appears in the on-going series of learning situations, they are used properly for a while, then cast aside. First-hand contact is ultimate realism, and through the media of resources, vicarious experiences become more meaningful and educational.

Experience III, Arranging, Planting, and Raising Flowers

Jackie Cottle, Horace Woodall, and Richard Palmer become anxious about the beans they have planted, because they are turning yellow. Mary Sharp suggests that they be transplanted outside in the sunshine. A discussion arises on the transplanting of beans. The problem of selecting and preparing a place to put them is presented. One suggests that the
leader of each of the four groups be sent to Mr. Thompson, the principal, and Mr. Dawson, the superintendent, to ask for permission to use the space below the windows outside the classroom. The problem of preparing the soil is solved when a number of the boys volunteer to bring the necessary tools and fertilizer for this work.

Wallace White wants to know why they do not use this space for flowers and offers to bring canna bulbs. This suggestion is eagerly accepted by the class, and others volunteer to bring various seeds and plants to beautify this plot of ground. Various committees are selected for the several activities to be performed in the preparation of the soil and in the planting of many varieties of flowers. Jacquelin Knight says that they will not have to spend any money on it if each one brings his favorite seeds or plants.

The soil is thoroughly pulverized and fertilized ready for the planting. Winston Aston wants to outline the plot with brick. The children readily set to work in gathering the broken brick available on the school ground; the bricks are placed around the outer border of the plot.

Textbooks, library books, magazines, and audio-visual aids are used in the prosecution of this experience. One of the most satisfying experiences in this study is watching the course that the water follows through the stems to the petals of the flowers by the use of colored inks in the water. Other
experiences evolving from this one are a detailed study of the parts of the plants and flowers, cut flowers and flower arrangements, table decorations, and the beautification of homes and public property.

The evaluation of "Arranging, Planting, and Raising Flowers" is given in Table 3. The ratings are determined by an "X" in the respective spaces.

**TABLE 3**

**THE EVALUATION OF THE EXPERIENCE—ARRANGING, PLANTING, AND RAISING FLOWERS**

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<th>Ratings</th>
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Table 3 indicates that this experience is average in that it aids each individual to reconstruct and expand his past experiences through creative thinking to make intelligent choices, contributes to the growth and development of habits, skills, knowledges, procedures, and ideals normally used by individuals in important activities of life, helps each individual to build new and refine old meanings for challenging and abiding
interests, and aids each individual in developing wholesome behavior that is wanted. It shows the experience as being good in that it becomes unified through evolving purposes of the individuals, offers opportunity to use a variety of resources for learning to meet individual differences, assists each individual to mature his experience by making improvements in the logic of such experience for better individual and democratic group living, and ends with satisfactory and successful conclusions. Table 3 discloses that the experience is excellent in that it begins with and continues to grow out of the felt needs of the individuals and provides for the cooperative planning and managing of all the learners concerned through democratic interaction.

How important and necessary it is that learners have a part in the planning and managing of experiences in a world in which individuals work and live! A changing democratic society needs individuals able to plan cooperatively in meeting and dealing with the solution of problems in novel situations of life. In democratic interaction individuals who are to abide by decisions have a part in making them. Cooperative planning and managing of experiences serve to give guidance which helps learners appraise progress and see their own needs of the day. What planning and managing is needed depends on the state which the situation has reached. Planning and budgeting time, meeting novel situations, and laying
out the procedure of work give fundamental experiences in present living. The problem of group cooperation will not be solved until the individuals concerned have learned to plan and work together through democratic interaction.

The democratic process of interaction incorporates all the concepts and ideals of democracy. Interaction regulates all relations of individuals in their contact with each other and with groups. The way school experiences are planned and managed determines to a great extent their meaning and educational quality. The learners concerned have a right to share and participate in the decisions that concern their welfare. Cooperation is a composite of planning and working together, and evaluating results in the best interest of an individual or group. A democratic type of cooperation is achieved through volunteer and intelligent cooperation and not through forced cooperation. Children participating in the planning and managing of school experiences allows the use of their real needs and purposes in the cooperative process of interaction. An experience located in some important problem of present living has possibility of intelligent democratic interaction.

A responsibility is placed on the teacher in guiding and directing activities, since she is the guide and counselor who grows along with the pupils in all their experiences. The bright child may create, direct, and explore in many directions.
With guidance the physical, mental, social, and emotionally handicapped child can contribute something—small though it may be. However, the planning and managing of experiences has not reached, by any means, a maximum in this classroom of Lancaster School because of inadequate building equipment, crowded conditions, and school organizations of schedules.

Experience IV, A Study of Cuba

While the pupils of the fourth grade of Lancaster School are engaged in the prosecution of the experiences dealing with "Arranging, Planting, and Raising Flowers," the elementary supervisor visits them. She compliments the class on having the winners of first and second places in the Dalworth Soil Conservation Essay Contest. Then this supervisor informs the pupils that she wants them to make a study of Cuba. She shows them an attractive booklet that is published by a coffee company and tells them that this booklet is sent free to school children on request. The teacher is asked by the supervisor to order one for each pupil.

The supervisor assures the pupils that (1) they will gain much helpful information from this beautifully illustrated booklet concerning the geography, the climate, the industries, the agricultural products, the natural resources, and the educational facilities of Cuba, and (2) they will
also learn about the food, clothing, and shelter, as well as the favorite recreations of its people. She predicts that they will be fascinated by the vivid Spanish coloring that is portrayed in this booklet and that they will receive a great deal of pleasure and satisfaction from filling in the blank spaces that are provided therein. This supervisor insists that they try to find out all that they can about the following: (1) the improvement of the health conditions, (2) the soil conservation practices, (3) the problems faced by the workers in constructing the Panama Canal, and (4) the part these play in the present line of defense. She suggests that they will likely become very interested in the language, music, and dances of the Cuban and Spanish people.

The pupils insist that the teacher order the free booklet entitled "Coffee." When the children are unable to find sufficient information on the subject in the available books in their room and in the library, they lose interest in the study. Rosa Clark plans to make a poster displaying pictures of the Cuban fruits and vegetables, but she becomes discouraged when she is unable to find the Spanish names of each to place under the pictures.

The booklets are received, and several of the pupils color a few of the pictures in them. Some fill in a few of the blank spaces where they are able to obtain the required information. A motion picture film of Cuba is shown, but
it gives little definite information that can be used in filling in their booklets. The lack of satisfactory progress in the work of these booklets weakens their enthusiasm in the experience. The result is that three girls and one boy maintain sufficient interest in the study to give reports to the class on their library findings. The greatest gain from this study is an acquaintance with the cigar and sugar industries in Cuba and the complexity of the construction of the Panama Canal and its usefulness to the commercial interests of the United States and the entire world.

Table 4 is a tabulation that rates the experience, "A Study of Cuba," in terms of ten "evaluative criteria."

**Table 4**

**THE EVALUATION OF THE EXPERIENCE--
A STUDY OF CUBA**

<table>
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<th>Ratings</th>
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<tbody>
<tr>
<td>Poor</td>
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The data in Table 4 show that this experience is poor in that it does not begin with and continue to grow out of
the felt needs of the individuals, does not become unified through evolving purposes of the individuals, does not aid each individual to reconstruct and expand his past experiences through creative thinking to make intelligent choice, does not help each individual to build new and refine old meanings for challenging and abiding interests, and does not end with satisfactory and successful conclusions for each individual. The tabulation reveals that the experience is only fair in that it furnishes little opportunity to provide for the cooperative planning and managing of all the learners concerned through democratic interaction, offers little assistance for each individual to mature his experience by making improvements in the logic of such experiences for better individual and democratic group living, contributes little to the growth and development of habits, skills, knowledges, procedures, and ideals normally used by individuals in important activities of life, and provides little aid to each individual to develop wholesome behavior that is wanted. The experience rates average in that it offers opportunity to use a variety of resources for learning to meet individual differences.

Sometimes the range of experiences offered by the school has been so narrow and inappropriate for given individuals that they have not been able to have the experiences they need most to continue an integrative type of learning. Teachers
are sometimes put under pressure to follow an externally im-
posed, artificial continuity that their own best sequence
has been interrupted. Tension, accompanying pressure to
learn what someone else has planned, has caused individuals
to work at much less than par. Fixed grade standards, units
that "culminate," and grade groupings that mark education
into discrete steps are barriers of the educative experi-
ence for children in the fourth grade of Lancaster School.

Experiences do not become unified through evolving pur-
poses of individuals by following units in a textbook. A
purpose of a child is not in a textbook, and behaviors do
not fall into relationships from them. Wholes cannot evolve
as wholes when units are set-up-in-advance of the learning
situation by supervisors or textbooks. The emphasis is placed
on subject matter and uniformity of learning for everyone
rather than upon child growth and development. In such ex-
periences, the children do not expand, differentiate, or in-
tegrate with the environment, but follow isolated subject
matter.

The teacher who uses the procedure of subject matter as
experiences thinks that possession of the habits and skills,
fixed and unchanging in the three R's, is necessary in life
activities. Such habits and skills become valueless in mean-
ing and in contribution when the ineffective and undesirable
procedure of conditioned response or conditioned stimulus is
used. Isolated subject matter is arranged in order from the simplest to the most complex. The teaching procedure involves such items as initial presentation, motivation practice, proper distribution of textbooks and practice methods, and standardized tests; then it is assumed that such methods develop habits and skills that can later be used in whole situations. This is the additive knowledge, procedure, and limits the interactive process in such a way that wholes cannot evolve as wholes in the learning situation.

Domination of experiences by a teacher or a textbook do not allow children to make intelligent choices through creative thinking and learning. Going beyond the child's level or experience background is like trying to build a house without a foundation; activity and learning are blocked. Creative learning starts where the child is and not from where the school grade or the teacher is. With domination, memorization results, and the all-round growth of the child is thwarted.

Adult domination of experiences eventually destroys self-direction or self-guidance and develops a feeling of uncertainty, insecurity, hostility toward people, and resistance to authority. Compulsion, compromise, bargaining, and exploitation destroy freedom and place learning on a low level. A child who is reared in an autocratic home or in an autocratic school cannot be expected to live, or let others live,
democratically. Children learn what they live. The teacher must work diligently to set up school experiences in which children can live the ways of democracy.

The experiences that do not come to satisfactory and successful conclusions show negative factors, such as frustration, indecision, indifference, dissatisfaction, inefficiency, inferiority complex, inattentiveness, self-pity, intolerance, shyness, and dislike for work. Remoteness of goals and failure to attain them are detrimental to the personality. No two children can be expected to learn exactly the same thing to the same degree and at exactly the same time, for they are different personalities. Demands made on a child, because he is of a certain age or grade level, need to be eliminated. Frustrations, emotional blockades, and inferiority complexes can be caused by grade standards. Grade promotions should be terminated and worthless marks eliminated. Each person has his own standard of readiness for achievements. Stopping with the sound of bells or following a particular standard course of study to complete a given number of books by a certain time results in a stereotyped pattern of teaching and the dwarfing of personalities. Children need to be free to learn; teachers need to be free to teach.

Experience V, Observing, Caring for, and Studying Animals

Nancy Jenkins brings a house leak plant to school and sets it out in the center of the flower bed. While working, she is
frightened by a horned-toad and a lizard which she sees among
the other plants. Her calls for help are answered by Arthur
Dougherty and W. M. Smith who catch the two animals and bring
them into the classroom. These animals provide for a lively
discussion on the part of the entire group. The discussion
leads to a realization that there are two classes of animals:
helpful ones and harmful ones.

Eunice Sandling relates an interesting story about her
frog pond and her pet frogs. This narrative grows with others
telling about their particular pets, such as turtles, terrapins,
birds, fish, dogs, horses, rabbits, squirrels, cats, and baby opossums; some of these animals are brought to
school for the class to observe. From the study of these
pets it is observed that they are very different in many ways.
It is suggested that animals may be classified into six
groups: mammals, reptiles, fish, amphibians, insects, and
birds. With the aid of audio-visual materials and research
in the library, textbooks, and magazines, the pupils are en-
abled to classify their pets in their respective groups.

The interest in a further study and classification of
animals demands a trip to the Aquarium and Museum of Natural
History on the Fair Park grounds in Dallas. Through cooper-
tive planning and managing, the trip is made, and later each
group makes an appropriate report on the observations made
while viewing the animals. Special interest is aroused by
the bringing into the classroom of specimens of tadpoles, 
wiggle-tails, chrysalis, birds' nests, birds' eggs, wasp 
nests, fossils, shells, a long tooth, petrified wood, and 
toy animals.

Activities that grow out of this experience are study-
ing the balance in nature, writing thank-you notes, making 
posters, writing informative articles on each class of ani-
mals, making charts, modeling clay animals, studying and 
classifying animals of other lands, mounting butterflies and 
bugs, and observing the life cycle of mosquitoes, butterflies, 
and frogs. Thirteen pupils join the National Junior Audubon 
Society and organize a fourth-grade bird club.

Table 5 presents the evaluation of "Observing, Caring 
for, and Studying Animals." The ratings are determined by 
checking each criterion with an "X."

**TABLE 5**

**THE EVALUATION OF THE EXPERIENCE--OBSERVING, CARING 
FOR, AND STUDYING ANIMALS**

<table>
<thead>
<tr>
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<td>Good</td>
<td>X X X X X</td>
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<tr>
<td>Excellent</td>
<td>X X X X X</td>
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</table>
Table 5 shows this experience as being average in that it aids each individual to reconstruct and expand his past experiences through creative thinking to make intelligent choices, assists each individual to mature his experience by making improvements in the logic of such experience for better individual and democratic group living, and aids each individual to develop wholesome behavior that is wanted. It rates good in that it provides for the cooperative planning and managing of all the learners concerned through democratic interaction, offers opportunity to use a variety of resources for learning to meet individual differences, contributes to the growth and development of habits, skills, knowledges, procedures, and ideals normally used by individuals in important activities of life, and helps each individual to build new and refine old meanings for challenging and abiding interests. The experience is excellent in that it begins with and continues to grow out of the felt needs of the individuals, becomes unified through the evolving purposes of the individuals, and ends with satisfactory and successful conclusions for each individual.

Purposes become a unifying force in the selection and organization of experiences. Helping children better to select, evaluate, and anticipate consequences of their purposes are important contributions teachers can make to their learners. The evolving purposes of school experiences are to help
each individual direct his energy and guide his behavior wisely for himself and others. When school experiences become unified through evolving purposes of the individuals, it makes for surer unity of the growth and development of personality by bringing it into better adjustment with the environment.

Learning is most likely to occur when a child has a definite purpose; it is the dynamo and integrative element in learning. There is no whole without a purpose; it is a necessary aspect of all learning situations. Not all pupil purposes are worthwhile, however, nor do children's purposes alone lead to all necessary learning. As the purposes are refined, the organization of behaviors falls into better relationships. It is in terms of the learner's purposes that he identifies sources of satisfaction or dissatisfaction in an experience and draws conclusions for future action. When the children's purposes and the teacher's purposes do not take the same direction, valuable learnings may be lost.

It is found in the evaluation of the direct, purposeful experiences that teachers can help children unify experiences more readily through evolving purposes which are real to them. Guiding through avenues which the learner's purpose and activity are already flowing, the teachers can assist growth far more effectively. The behaviors of the children are continuous processes of planned action to accomplish their evolving purposes. As the individuals move toward their goals in
a purposeful manner, complete changes are seen in their physical, mental, emotional, and social life. The teacher who best helps a learner gain insight through evolving purposes capitalizes upon the purpose and the meaning the learner sees; behaviors become increasingly intelligent by acting more and more upon better thinking.

Vicarious experiencing is at one and the same time a handicap and an opportunity to unify experiences. Purposes used properly in vicarious experiences become a source for unified experiences, but if used poorly, learners are confused with ideas beyond understanding. The meaning depends on the degree to which he sets up proper goals through evolving purposes. Teachers concerned with experiences becoming unified through evolving purposes consider not only the learner's purposes, expressed or felt, but also his background of experiences.

Experience VI, Reporting on Hobbies

While Stanley Dougherty is admiring the clay animals that Tommy Slagle, Peggy Glenn, and Mancil Smith have made, he remarks that he makes model airplanes. Wallace White says that he collects stamps and butterflies. Cynthia Chapman replies that she collects toy horses. Nancy Jenkins says that she has a collection of many dolls. From this discussion it is revealed that almost every pupil in the classroom has some type of hobby, such as sports, clay modeling, kodaking,
painting, making model airplanes, reading, raising flowers, hunting, fishing, making scrapbooks, playing cowboy, and making collections of souvenirs, dolls, toy horses, rocks, coins, guns, toy animals, vases, scenic post cards, paper dolls, and toy cars, trucks, and tractors. The teacher not only encourages the pupils to bring specimens of their hobbies and collections, but also to make a report to the class on how they became interested in their special hobbies and what they have meant to them. From the reports the group becomes interested in modes of transportation, means of communication, media of exchange, peoples of other lands, famous places and famous people, national parks, scenic beauty, vacations, keeping records, various types of pottery, and minerals. This stimulates the pupils to do reading in many areas in which they have not been especially interested.

Linda Lavendar urges that they be permitted to make a display of all their hobbies. Time is allotted for this procedure, and specimens of each hobby are attractively arranged on a table in the classroom. This results in other pupils becoming interested in a special hobby.

Table 6 evaluates the experience "Reporting on Hobbies." The ratings of it are shown by the tabulation. It also discloses that this experience is fair in that it provides little cooperative planning and managing of all the learners concerned through democratic interaction.
TABLE 6

THE EVALUATION OF THE EXPERIENCE--
REPORTING ON HOBBIES

<table>
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<th>Ratings</th>
<th>Criteria</th>
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<td>Fair</td>
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<td>Good</td>
<td>X</td>
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<tr>
<td>Excellent</td>
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The rating indicates that it is average in that the experience aids each individual to reconstruct and expand his past experiences through creative thinking to make intelligent choices, offers opportunity to use a variety of resources for learning to meet individual differences, and contributes to the growth and development of habits, skills, knowledges, procedures, and ideals normally used by individuals in important activities of life. Table 6 reveals that the experience is good in that it begins with and continues to grow out of the felt needs of the individuals, becomes unified through the evolving purposes of the individuals, assists each individual to mature his experience by making improvements in the logic of such experience for better individual and democratic group living, aids each individual to develop wholesome behavior that is wanted, and ends with satisfactory and successful
conclusions for each individual. The rating shows that this experience is excellent in that it helps each individual to build new and refine old meanings for challenging and abiding interests.

Learning is the process of a whole individual responding to whole situations in life, wherein he refines meanings and understandings by differentiating from the whole. When an individual acquires meanings, new parts are developed and old parts are refined. To grasp the meaning of anything is to see it in its relations to other things, to note how it operates or functions, what results will follow from it, what causes it, and to what uses it can be put. To improve ability to act on thinking, one increases the number, variety, and accuracy of his meanings. New meanings and understandings are not defined and refined by repetition, but one may define new meanings and refine understandings by returning to the same whole. Each new experience clarifies old meanings and provides for varied opportunities in first-hand experience. School experiences are educative to the extent that they provide opportunity for defining new meanings and refining old understandings for challenging and abiding interests.

Interest is a way of reacting to a situation in which one's own purpose provides motivation of effective activity. Worthy pupil purposes grow out of pupil interests. To increase the areas of human interest for children is to aid them to study their own needs critically. If interest is
developed, there will be learning. The development of interest has its beginning in successful adjustment to a situation and results in the desire to obtain similar satisfactions from similar situations.

An individual reading a book from which pleasure is derived does not expect an equal amount of pleasure to be obtained from rereading the same book, but it stimulates a desire to read other books by the same author or dealing with the same subject. Reading books under circumstances lacking intrinsic motivation might result in a definite distaste for reading which now is enjoyed thoroughly as an abiding interest. Life is a continuum of experiences, but some individuals go through life developing few challenging and abiding interests. A newspaper publisher may give his leisure time to any cause aiming at social betterment, or engaging in sports, reading, or some hobby, whereas a storekeeper never seems to find time for any other interest. School experiences should encourage and stimulate wide interests. Real and abiding interests can be contagious. The children's interests should be accepted and so directed through experiences that not only will they have an interest in the wholesome things of life, but they will also have challenging and abiding interests that will be of value to them throughout life.

A teacher must constantly study learners in order to identify their challenging and abiding interests. The
newspaper, radio, television, and rapid increase of informational materials have opened a world far wider than that which first-hand experiences have allowed. This suggests that the learner's exploration into vicarious learning is expanding and offering opportunity for building new and refining old meanings. Individuals can learn many concepts, behaviors, understandings, appreciations, habits, skills, attitudes, and interests through reading, studying, analyzing, observing, and re-living the experiences of others. However, in first-hand experiences the problems and interests of living can be studied more effectively and the best learning can be promoted for each individual. With groups of learners that are allowed freedom to plan and expand their activities, a series of interests evolve. In persistent life situations the number of challenging and abiding interests to be carried forward will vary with individuals and with groups. Teachers need to know the source of children's interests in order to give guidance. It is evident that some of the experiences of doing and observing offer opportunity to build new and refine old meanings for challenging and abiding interests.

Experience VII, Observing Dairies

During the discussion of hobbies, chores at home are introduced. Various responses are received, and Mary Strain enthusiastically tells the boys and girls that she milks twenty cows every morning and night for her daddy. Some of the boys
express their doubts about Mary's being able to do such a chore. She informs them that there are no boys in the family, and since theirs is a one-man dairy, her daddy has to have some help. One of the boys replies that he would like to see Mary milk that many cows. Mary extends an invitation to the teacher and the entire class to visit their dairy. She tells them that the milking is only the beginning of all the work in operating a dairy.

Upon receiving a cordial invitation from Mr. Strain, the children make definite plans for the trip. Since it is only about one-half mile from school, it is decided that everyone walk to the dairy. Permission from the principal is obtained. The safety patrolmen review their duties for the trip, and special attention is given as to the proper behavior while walking down a highway.

Mr. Strain greets the group and inquires as to what they would like to see first. Bob Hilburn says that he wants to see Mary milk those twenty cows. Mr. Strain tells him that the cows are milked earlier in the morning, but he will be glad to show the group "how" she does it. They examine the electric milker thoroughly. Then Mr. Strain takes them to see the cows and calls attention to the outstanding differences of three breeds—Jerseys, Holsteins, and Guernseys. Inspections are then made of the washing room, the milk cooling system, sterilizing equipment, the bottling, and the capping
devices. Mr. Strain gives them some very interesting and helpful information. He says that the milk comes from the cow's blood stream and that the electric milkers are timed with the heart beat. The odors and flavors in milk do not come necessarily from the cow's food, but these often come from the cow's smelling the unusual plants and flowers. The blood obtains the odor from the air in the lungs. He states that milk is the perfect food, and scientists have never been able to duplicate it. Mr. Strain emphasizes the vital need for the strictest sanitation practices, explains the process of pasteurization, and shows a simple bacteria test that they always make while milking.

During the classroom discussion following this visit, Nancy Jenkins tells that she has visited Metzger's Dairy in Dallas. Others express a desire to make this trip and to compare the two dairies. After proper arrangements are made with the dairy and with school officials, this trip is made.

The manager of the dairy welcomes them and has two guides selected to escort them through the plant. The children are shown how a sample of the milk from each large can is analyzed in the testing room. They are permitted to view different types of bacteria under the microscope. The class follows the cans of milk into the rooms where it is pasteurized or homogenized in huge steel tanks. The pupils are shown other enormous tanks where milk is being condensed,
large churns where creamery butter and buttermilk are being made, and long bins where cottage cheese is being packaged. They see the butter being wrapped and various containers being sterilized and filled with the several kinds of milk on the assembly lines. The bottles of milk are seen going to their proper places for loading into the large refrigerated trucks for distribution. Just before leaving the plant, each one is served a milk or an orange drink of his choice.

One activity that comes from this experience is the writing of thank-you letters to all the proper officials. Another activity is an investigation that results in findings that goats, camels, reindeer, llamas, yak, and zebu provide milk for human consumption in their respective habitats. John Withers writes an interesting article about the dairies; the principal sends the article to the local newspaper, and it is printed.

Table 7 gives the extent to which the experience, "Observing Dairies," meets the "evaluative criteria." Each criterion is checked with an "X." The rating shows that this experience is average in that it begins with and continues to grow out of the felt needs of the individuals, contributes to the growth and development of habits, skills, knowledges, procedures, and ideals normally used by individuals in important activities of life, helps each individual to build new and refine old meanings for challenging and
abiding interests, and ends with satisfactory and successful conclusions for each individual.

**TABLE 7**

**THE EVALUATION OF THE EXPERIENCE--OBSERVING DAIRIES**

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Table 7 reveals that the experience is **good** in that it becomes unified through evolving purposes of the individuals, provides for the cooperative planning and managing of all the learners concerned through democratic interaction, aids each individual to reconstruct and expand his past experiences through creative thinking to make intelligent choices, offers opportunity to use a variety of resources for learning to meet individual differences, and aids each individual to develop wholesome behavior that is wanted. The data in Table 7 show that the experience is **excellent** in that it assists each individual to mature his experience by making improvements in the logic of such experience for better individual and democratic group living.
The times demand change in preparing individuals for more effective individual and group living. Experiences, adequate in the past, must change to meet needs and demands of a dynamic democratic society. Every experience is social and in some way affects one's ability to work and live cooperatively and intelligently with others. The way to improve the type of behavior or living is to improve the quality of the experiences. School experiences should aid each individual in improving and maturing patterns of behavior in order to develop more integrating behaviors for better individual and democratic group living.

Each individual builds his own logic or technique of inquiry through his own experiences. Intelligent inquiry may be matured by making observations of situations and potentialities of the environment, by appraising critically the purposes, and by thinking through the action needed to reach a satisfactory conclusion. This process gives insight into how an experience takes place and is developed to such a degree that it can assist in subsequent experiences.

In evaluating this school experience it is noticeable that the children learn to plan together, arrive at conclusions, make contributions, evaluate suggestions, lead and follow, give and take responsibilities, and decide when to join or leave a group. Not only do the children respect each other as individuals but also as members of the group. They
need experiences in which they can work harmoniously in small groups under their own leadership toward the achievement of a common goal.

Some desirable behavior responses noted during the process of this experience are expressing satisfaction in the accomplishment of the group, doing unsupervised work with increasing success, opposing actions detrimental to the common welfare, and showing concern about ways of improving the conditions of living together. Children living, learning, and maturing their experiences become intelligent inquirers for wholesome living.

Experience VIII, Planning and Arranging a School Exhibit

While the pupils are arranging the hobby collection for display, Sandra Bray, Nancy Wilkerson, and Harold Reynolds decide that it will be fun to make an exhibit for Parents' Night of all the posters, the charts, the art work, the essays, the hobbies, and unusual articles that have been collected. Chairmen are selected by the pupils to have charge of the various divisions of the exhibit, and each pupil selects the group in which he chooses to work. Various suggestions of how and when this exhibit shall be made are discussed, and definite plans begin to formulate.

The teacher suggests that they may be able to gain some helpful ideas by visiting the High School Library and the
trophies. One of the children says that she has a magazine with pictures of an exhibit, and another recalls that he remembers how the exhibits are placed at the State Fair and in the Museum of Natural History.

Each group becomes engaged in making its contribution to the prosecution of this experience. Posters of mounted butterflies, bees, bugs, leaves, insects, birds, fish, and other animals are touched up, made ready, and attractively hung. Boxes, displaying scenes and people of other lands, are carefully arranged. The collections of birds' nests and eggs, wasp nests, and chrysalis are grouped together. The toy animals, the children's clay animals, the unusual rock collection, the coin collection, the shell collection, guns, and colonial costume are labeled properly for display. The fish, the tadpoles, the wrigglers, the terrapin, the snake, the snails, a turtle, and some birds make up the collection of native specimens of special interest.

Invitations are sent to the parents designating the time and place of the exhibit. A host and hostess are chosen to have charge of each group of exhibits, to greet the visitors, and to call their attention to the interesting specimens in their division. The children are made very happy by the favorable comments from those attending their exhibit.

Table 8 indicates how the experience, "Planning and Arranging a School Exhibit," rates in terms of the criteria.
TABLE 8
THE EVALUATION OF THE EXPERIENCE—PLANNING AND ARRANGING A SCHOOL EXHIBIT

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</table>

The data in Table 8 reveal that this experience is average in that it begins with and continues to grow out of the felt needs of the individuals, offers opportunity to use a variety of resources for learning to meet individual differences, and helps each individual to build new and refine old meanings for challenging and abiding interests. It discloses that the experience is good in that it becomes unified through evolving purposes of the individuals, aids each individual to reconstruct and expand his past experiences through creative thinking to make intelligent choices, assists each individual to mature his experience by making improvements in the logic of such experience for better individual and democratic group living, and aids each individual to develop wholesome behavior that is wanted. This experience is excellent in that
it provides for the cooperative planning and managing of all
the learners concerned through democratic interaction, con-
tributes to the growth and development of habits, skills,
knowledges, procedures, and ideals normally used by indi-
viduals in important activities of life, and ends with sat-
isfactory and successful conclusions for each individual.

Every normal individual has his own idea of what suc-
cess means to him. A broad definition of success is to be
self-sustaining, to make others happy, to win and hold the
respect of others, and to enjoy just being alive. Each
child succeeds in terms of his ability to succeed. If he
has reached a readiness for learning, the school experience
can end with satisfactory and successful conclusions without
pressure or meaningless drill. Satisfaction and success are
stimulators of interest and energy. Through guidance, school
experiences not only should be sufficiently within the abil-
ity of a child so that he may have confidence that his goal
can be reached, but also the novel situations should be dif-
ficult enough to be challenging to him so that occasionally
he can have a temporary failure before he succeeds. Satis-
factory and successful learning should be recognized. Praise
gives the child recognition, a strengthened feeling of con-
fidence, and increases his status with his peers. Experiences
can end with satisfactory and successful conclusions, when a
child is ready emotionally, socially, mentally, and physically.
An experience does not end the same for each individual. When an experience ends with satisfactory and successful conclusions, it is resolved and gives the individual confidence in his ability to meet subsequent experiences; it does not end abruptly. The learner brings his whole being under purposeful control and acquires power to be an intelligent inquirer and to make intelligent choices in novel situations; he feels that it is a real loss not to have had the experience. Learning lasts in proportion as it is made meaningful and purposeful to the immediacy of the satisfaction, success, enjoyment, and life of the learner. When an individual can manage his experience, he is able to enjoy the emotional tone of satisfaction and success. Successful people today are cashing in on educational experiences that have come to satisfactory and successful conclusions.

Some positive factors that bring an experience to a satisfactory and successful conclusion are love of work, initiative and self-discipline, ambition and imagination, loyalty and fidelity, cooperation with others, interest and enthusiasm, thoroughness and efficiency, perseverance and patience, resourcefulness and tactfulness, ability to create ideas, learning to judge values, ability to inquire, promptness and foresight, and better use of patterns of behavior.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Experiences are foundation stones of education; modern philosophy and modern psychology are the chief cornerstones. This study has established criteria from modern philosophy and modern psychology for evaluating the school experiences in the fourth grade of Lancaster School. Considering the standard barriers of education, this study has determined that the school experiences evaluated meet to a reasonable degree the criteria established. The following conclusions formulated are that educative experiences should:

1. Begin with and grow out of the felt needs of the individual.

2. Become unified through evolving purposes of the individual.

3. Provide for the cooperative planning and managing by all the learners concerned through democratic interaction.

4. Aid each individual to reconstruct and expand his past experiences through creative thinking to make intelligent choices.

5. Offer opportunity to use a variety of resources for learning to meet individual differences.
6. Assist each individual to mature his experiences by making improvements in the logic of such experience for better individual and democratic group living.

7. Contribute to the growth and development of habits, skills, knowledges, procedures, and ideals normally used by an individual in the important activities of life.

8. Help each individual build new and refine old meanings that will provide opportunity for challenging and abiding interests.

9. Aid each individual to develop wholesome behavior that is wanted.

10. Assist each individual to use a variety of learning activities compatible with the variety of resources.

11. Aid each individual to approach a state of integratedness.

12. Have an environment in which to provide many rich and varied experiences for each individual.

13. Provide for the wholesome growth and development of the whole child to live in a democratic society to the best of his potentialities.

14. Help each individual to become an intelligent inquirer.

15. Possess some properties that give it wholeness and usually a name.

16. Increase respect for the unique worth, welfare, rights, feelings, purposes, and values of others.
17. Give opportunity for continuous evaluation by all learners concerned.

18. Be continuous, relative, mutual, and contingent for each individual.

19. Aid each individual to satisfy his own needs and the demands of society.

20. Provide opportunity for each individual to expand, differentiate, and integrate as a whole through intelligent interaction of the democratic process.

21. Have enough value to demand intelligent thinking and behavior in the evolving democratic process.

22. End with satisfactory and successful conclusions for each individual.

Recommendations

As a result of this study the recommendations made are that:

1. Modern philosophy be used in determining "what to do" in order to provide for the wholesome growth and development of the whole individual to live in a democratic society to the best of his potentialities.

2. Modern psychology be used in determining "how to do" to provide for the whole individual to interact with whole situations in his own psychological field.
3. An interaction of modern philosophy and modern psychology be used as the bases in evaluating school experiences for desirable living.

4. A similar study be made by teachers in the field of evaluating school experiences, the results of which should lead to insight and a critical sense of what constitutes true educative experience.

5. A school experience should have an environment in which

a. The individual can enjoy freedom and equal rights.

b. The individual's personality can be respected as having surpassing worth.

c. The individual can act on thinking and rise above his culture through creative thinking.

d. The individual can enjoy a sense of security, peace, belongingness, and happiness.

e. The individual can share in making decisions by which he is to abide.

f. The individual can approach a state of high professional competence.

g. The individual's opinion in minority groups can be respected and tolerated.

h. The individual can be assured justice.

i. The individual's mind can be liberated.
j. The individual can pursue an activity of his own choice and share his intelligence with a group.

k. The individual's learning can be an evolving process.

l. The whole individual can adjust to whole situations.

m. The individual can participate in life-like situations.

n. The individual's behavior can be recognized as purposive.

o. The individual can pursue his own carefully selected purposes.

p. The individual can be recognized as the high potential and the goal as the low potential in the energy system.

q. The individual can be guided by sympathetic adults in making intelligent choices.

r. The individual can have access to valuable resource data.

s. The individual can retain his individuality as he works cooperatively with others.

t. The individual can live wholesomely while he learns.

u. The individual can expand his field of interest.
v. The individual's behavior can be a continuous process of planned action to accomplish a purposeful need.
BIBLIOGRAPHY


