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## **An Analysis of the Philosophy of the Matthew Whaley School, Williamsburg, Virginia**

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AN ANALYSIS  
" "  
OF THE  
PHILOSOPHY OF THE  
MATTHEW WHALEY SCHOOL  
WILLIAMSBURG, VIRGINIA

by  
MILDRED B. MATIER

SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS  
OF  
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FOR THE DEGREE OF  
MASTER OF ARTS  
1945

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## CHAPTER I

### THE PROBLEM AND METHOD OF ATTACK

The problem with which the investigator is concerned is that of presenting an analysis of the philosophy of the Matthew Whaley School in Williamsburg, Virginia, by means of a critical appraisal of certain practices in the school curriculum.

The investigator will present aspects of the problem and pertinent illustrations as means of investigating the two major theses on which the problem is hinged; i.e., (1) the values inherent in the philosophy of the Matthew Whaley School, and (2) the extent to which the application of these values contributes to an adequately functioning philosophy.

The investigator is concerned first with establishing a point of view. To this end, there will be presented significant concepts of (1) general philosophy, (2) democratic philosophy, and (3) democratic educational philosophy. From these concepts, certain principles will be accepted which will serve as the criteria for the appraising of the practices at the Matthew Whaley School.

In the light of these accepted principles, three experiences provided in the school curriculum will be analyzed to show the interaction between the philosophy of these accepted principles and the application of the philosophy in practice.

The investigator recognizes the value of the interaction between philosophy and practice in all phases of a school curriculum. The investigator further recognizes that those experiences which pupils have

in their regularly scheduled classes are among the most important in their school life. For the purpose of this study, however, practices apart from those carried on in regularly scheduled classes will be used. References to points where the selected practices touch subject fields will indicate, in part, the application of some of the concepts of philosophy accepted by the school.

The history of the planning and development of the school gives a background for the building of the philosophy upon which the curriculum is founded. The process by means of which this philosophy was derived gives indication of its strong and weak points in operation. The three experiences selected as further illustration of the interaction between the philosophy and the school practices are (1) faculty studies carried on by individual teachers, groups of teachers, elementary faculty, high-school faculty, and whole school faculty; (2) the development of pupil planning in elementary committee work, high-school committee work, and joint elementary and high-school committee work; (3) the development of cooperative planning in commencement programs.

The sources of evidence used in this study extend from 1930, when the Matthew Whaley School was established, to 1944. This evidence includes minutes of faculty meetings, a study of cooperative faculty efforts made for the Commission on Teacher Education, minutes and summary reports of pupil committee meetings and activities, copies of all commencement programs and pageants from 1930 to 1943, detailed and running accounts of the class and committee planning of two commencement programs, charts showing the development of several individual pupils who served on one commencement

planning committee, and two bulletins published by the high-school faculty.

That a critical appraisal of school practices is particularly timely is obvious. There are those who point with scepticism to the glaring discrepancies in the application of the democratic concept to school practices. The causes of these discrepancies may be summarized as follows:

1. Some school leaders do not subscribe to the principles of democracy in theory or in practice, but they have not openly admitted their beliefs.
2. Some school leaders have accepted the theory of the democratic way of life but they have not applied the theory to practices in their schools.
3. Some school leaders are making every effort to apply the principles of democracy to school practices.

If the philosophy and practices of a school are kept on a high level of cooperative interaction, a more democratic philosophy with a more intelligent school practice should be the result.



## CHAPTER II

### THE PROBLEM AND ITS LITERATURE

"If philosophy is for anything--if it is not a kind of mumbling in the dark, a form of busy work--it must shed some light upon the path. Life without it must be a different sort of thing from life with it. And the difference which it makes must be in us. Philosophy, then, is reflection upon social ideals, and education is the effort to actualize them in human behavior."<sup>1</sup>

Interpretation of certain definite concepts is necessary before the problem of the thesis is attacked in detail. These concepts are (1) What is Philosophy? (2) What is the relation of Philosophy to School Practice? (3) What are the values inherent in an adequately functioning philosophy?

"The philosophy of an individual or of a group is a set of beliefs or values that serves as a guide to action or as a basis for making choices and decisions."<sup>2</sup>

According to Hopkins, the chief characteristics of a good philosophy are these: (1) "That the values or beliefs should be subjected to careful scrutiny and criticism so as to make sure that they represent the best thinking of which the individual is capable at that time. (2) That these values held in any area of life should not be isolated and unrelated but should be definitely organized into a unity or working whole better to facilitate use whenever occasion demands. (3) That the function of philosophy is to enable the individual better to make intelligent decisions whenever he must

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<sup>1</sup> Educational Policies Commission, The Purposes of Education in American Democracy (Washington, D. C., 1941), p. 1.

<sup>2</sup> Manual of Administration for the High Schools of Virginia, "Philosophy," XXV (Richmond, Virginia, 1942), p. 145.

weigh values in order to determine a choice of behavior."<sup>3</sup>

There are many varying philosophies, but one which comprises the characteristics of a good philosophy is the philosophy of life or the way of life which is accepted by the people of the United States, i.e., Democracy. With democracy as the underlying principle of American society, it becomes the responsibility of education to foster the growth and development of the individuals who make up society in order that they may "feel, think, and act consistently with the principles of democracy."<sup>4</sup>

Democracy, then, as a philosophy of life is the most important means of shaping and evaluating school practice. In fact, the conception of democracy is the purpose of the school. A school in which traditions are adhered to uncritically has no desirable relation between philosophy and practice. In a school of this type, practice has become so important that the individuals in the school rarely see the philosophical concepts which are fundamental. No provision is made for critical appraisal of values; no provision is made for building better guiding values.

The interaction between philosophy and practice is continuous in a school curriculum which makes provision for and encourages constant study, criticism, and evaluation of the practices of the school. Such study, criticism, and evaluation of practice often indicates limitations in the philosophy. Certain revisions are then made in the philosophy in order that it be in harmony with the practices. As the philosophy is modified,

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<sup>3</sup> L. Thomas Hopkins, Interaction: The Democratic Process (Boston, 1941), p. 174.

<sup>4</sup> Harold B. Alberty and Boyd H. Bode, Educational Freedom and Democracy (New York, 1938), p. 183.

better ways of putting it into effect are often suggested. Thus, better practice is developed. "A desirable relationship, then, between philosophy and practice is that philosophy should show the way for the improvement of practice, but it in turn should be modified by the results which the practice reveals."<sup>5</sup>

"The schools must teach democracy if they are to serve one of their chief functions in American life. The schools can teach democracy only as they become a democracy operating on, with, by, or through the beliefs which are basic to democratic living. They must exemplify such beliefs in all of their practices. The schools must become a means through which all individuals - pupils, teachers, administrators, parents, and others - may build a better personality or creative individuality, may grow to the maximum of their capacity, may learn in all relationships to develop cooperative interactive social action, may learn to use prepared-in-advance outside conclusions as a datum and not as a dictum, and may learn to believe in, respect, and utilize the appeal to reason in all social relationships, so that acting on the best thinking available at all times becomes a part of their organic structure."<sup>6</sup> A school in which democracy is lived has a philosophy which is based on a high sense of values. A school which has a good philosophy is discharging one of its chief functions,--that of teaching democracy through everyday living. "If schools are to help in defense of the democratic ideal, their purposes must be defined in terms

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<sup>5</sup> L. Thomas Hopkins, Interaction: The Democratic Process (Boston, 1941), p. 187.

<sup>6</sup> Ibid., pp. 131-132.

of that ideal, and their activities must be resolutely directed toward it."<sup>7</sup>

In order to evaluate the purposes and practices of a school in terms of the democratic ideal, it seems useful to note the elements or minimum essentials of democracy.

The principle assumptions of democracy according to Merriam are (1) The essential dignity of man, (2) The perfectability of mankind, (3) Mass gains and the many, (4) The consent of the governed, and (5) Consciously directed and peaceful social change.<sup>8</sup>

Basic to all of the assumptions of democracy is the first principle which has been mentioned,--the essential dignity of man. This principle is the foundation stone which underlies the entire process of democracy. Without it, the other assumptions would be of little or no value. The importance of protecting and cultivating personality is second only to the recognition of the fact that human beings are different, and it is the purpose of democracy that these differences be recognized and "that they be given an appropriate place in the grand intervaluation of human services."

This statement leads into the second assumption of democracy,--the perfectability of mankind. "In the light of the progressive unfolding of human possibilities democracy was developed and still continues to set as one of its cardinal principles the assumption of the indefinite extension of this development."<sup>9</sup> The real goal is to build up the standards of

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<sup>7</sup> Educational Policies Commission, The Purposes of Education in American Democracy (Washington, D. C., 1941), p. 16.

<sup>8</sup> Charles E. Merriam, The New Democracy and the New Despotism (New York, 1939), pp. 12-42.

<sup>9</sup> Ibid., p. 35.

human beings in their lives with each other to a point higher than past or present standards. Men are continually striving toward the perfection in practice of the perfection of the theory of democracy. Such perfection in practice would mean "fulfillment on the widest possible scale of human aspirations and potentialities."<sup>10</sup>

The realization of the "common good" is the nucleus of the third assumption of Merriam,--mass gains and the many.<sup>11</sup> If men recognize the common cause and work for it, the gains belong to these men through whose interests and efforts they were made. Merriam's illustration of this point is with reference to time of war. During such a time of stress and strife, men recognize the cause as common to them all. They are called upon to give up their daily mode of living to defend this cause. In their defense of it, if success is achieved and peace is brought about, men have the right to enjoy this success, because they made it possible. Another important element in this assumption is that the "nation has the right to make rules for what it conceives to be the common good."<sup>12</sup>

Although some human values will be fixed by the government, "The 'general understandings' of the community are the judge of the form and functioning of the legal order in which the system is set."<sup>13</sup> In other words, the fourth assumption of democracy is the consent of the governed. Popular control over basic questions is desirable, but such popular control

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10 Ibid., p. 36.

11 Ibid., p. 38.

12 Ibid., p. 37.

13 Ibid., p. 39.

must recognize that there are procedures for the formulation of such control and the carrying out of these procedures. The government plays its part at this point in setting certain human values, in helping to decide what is basic, and in helping to determine appropriate and effective means of expressing the mass will. It must be remembered that basic questions should be determined by the mass. This assumption involves confidence in the value of mass judgment on basic problems.

Thus "the tools of democratic liberation include intelligence, education, persuasion, adjustment, administration, and adjudication, - directed hopefully and patiently by the community toward the common good, through accepted forms of community action and control."<sup>14</sup> The last of Merriam's assumptions is confidence in the possibility of conscious social change, accomplished normally by consent rather than by violence. The people of a community must have faith in the utility of government as a social organizer. When the people of a community recognize this and freely discuss it in a peaceful atmosphere--worthwhile decisions are made possible. "Democracy is not a set of formulas, but a cast of thought and a mode of action directed toward the common weal as interpreted and directed by the common will."<sup>15</sup>

Since the schools are charged with the responsibility for preparing boys and girls for their roles as citizens in a democracy, school officials must make the essentials of the democratic spirit the essentials of education. In the light of the assumptions of democracy, previously discussed,

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14 Ibid., p. 45.

15 Ibid., p. 44.

it is valuable to examine the assumptions of democratic education. Twelve "hallmarks" of democratic education outlined by the Educational Policies Commission are<sup>16</sup>

1. Democratic education has as its central purpose the welfare of all the people.
2. Democratic education serves each individual with justice, seeking to provide equal educational opportunity for all, regardless of intelligence, race, religion, social status, economic condition, or vocational plans.
3. Democratic education respects the basic civil liberties in practice and clarifies their meaning through study.
4. Democratic education is concerned for the maintenance of those economic, political, and social conditions which are necessary for the enjoyment of liberty.
5. Democratic education guarantees to all the members of its community the right to share in determining the purposes and policies of education.
6. Democratic education uses democratic methods, in classroom, administration, and student activities.
7. Democratic education makes efficient use of personnel, teaching respect for competence in positions of responsibility.
8. Democratic education teaches through experience that every privilege entails a corresponding duty, every authority a responsibility,

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<sup>16</sup> Educational Policies Commission, Learning the Ways of Democracy (Washington, D. C., 1940), p. 35.

every responsibility an accounting to the group which granted the privilege or authority.

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

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

11. Democratic education equips citizens with the materials of knowledge needed for democratic efficiency.

12. Democratic education promotes loyalty to democracy by stressing positive understanding and appreciation and by summoning youth to service in a great cause.

Differences in the interpretation of these assumptions have resulted in the many varying applications of the democratic spirit in both educational theory and practice.

Explanations for these differences in interpreting the assumptions of democratic education lie in three problems, i.e. purpose, procedure, and personnel. The primary purpose of democracy is concern for the welfare of each individual. Only when educators accept this as the primary purpose of education, so that the individuals who comprise a group can find their welfare represented in the purposes of the group, can education function efficiently in a democratic manner. Those who credit autocracy with the means of producing action more efficient than action produced by the democratic method are subordinating the welfare of the individuals in a group to something which they deem more important than the individuals in



a group. This subordination of the individual cannot result in efficient action. Too often, "millions of people of the unfortunate minorities in a totalitarian state may be required to suffer hunger, degradation, and diseased minds and bodies; too often, children in an autocratic school may be subjected to mental starvation and spiritual violence in order to 'protect the purity of the race,' 'to obey the will of a leader,' 'to be loyal to the traditions of the founders,' 'to meet the usual requirements for college entrance,' 'to attain proper standards of scholarship,' or 'to give the mental discipline for which the school has always been famous.'"17

The fact that an autocracy needs to have a set of traditions, a pattern of loyalty to a leader or to a symbol, or a policy to which its people must cling is obvious. In a system of this kind, the ignorant people can follow and support plans laid out for them by those in authority. They need not understand why they are supporting such plans; their allegiance to them is all that is necessary. As a group, however, these same ignorant people ultimately will prove inefficient, because the "thing" to which they are loyal and which is so far separated from the common welfare will eventually drift into the shadows and cease to inspire hearty response and loyal support.

Democracy meets the problem of procedure with three definite advantages over the means by which autocracy meets the same problem. In the first place, democracy provides for continuous criticism and evaluation of procedures by the individuals who have responsibilities

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17 Ibid., p. 19.

for carrying out these procedures as well as by those who view them from an administrative point of view. In an autocracy, on the other hand, those who are not in authority dare not criticize procedures formulated by the "powers that be." Thus, the intelligence of individuals who have been subordinated by virtue of the workings of the autocratic method not only is not utilized but discouraged and forbidden. In the second place, democracy urges every worker to think through the purposes of the group and to invent better ways of carrying out these purposes. An autocracy quells this kind of thinking, because it may produce procedures which would affect the policies set up by the leader or policy maker. The position of the leader might be endangered by a revelation of weaknesses in his own policies. In the third place, democracy seeks to give its workers opportunities to help make policies, to study and understand ways in which their positions in the working units may contribute to carrying out the policies of the group. Autocracy works on the basis of workers carrying out policies for the sake of policies. Whether or not the policies are adequate for accomplishing the purposes of the group is left to the decision of the one-man-leader.

It has already become evident that democracy meets efficiently the problem of personnel, because it provides education appropriate to the purposes of democracy. "Such education involves careful study of each individual's potentialities, complete development of his abilities, and provision for free communication of ideas between him and his fellows."<sup>18</sup> Education makes possible the efficient use of personnel in any group in

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<sup>18</sup> Ibid., p. 24.

order that all human resources may be utilized effectively. This does not mean that democracy does not make use of experts. In fact, an expert in a democracy has opportunity to render invaluable service when the people know how to make use of his special knowledge. On the other hand, "the aim of autocratic management is to weld individuals into a machine-like structure which will move at the orders of the boss like a real machine controlled by a single lever. Autocracy ignores the distinctive human capacity to do jobs which machines cannot do, and particularly the capacity to make free, intelligent, unbiased decisions."<sup>19</sup>

Democracy is not only a way of life but a philosophy of life, because it has the characteristics of a good philosophy, and it meets the tests of critical thinking.

From the preceding discussion, the investigator derives a point of view concerning Philosophy, Democratic Philosophy, and Democratic Educational Philosophy.

1. Philosophy: "The philosophy of an individual or of a group is a set of beliefs or values that serves as a guide to action or as a basis for making choices and decisions."<sup>20</sup>

2. Democratic Philosophy: The basic assumption of democracy according to Merriam is the essential dignity of man.<sup>21</sup> Democratic philosophy, then, must have as its focal point a never wavering belief

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<sup>19</sup> Ibid., p. 24.

<sup>20</sup> Manual of Administration for the High Schools of Virginia, "Philosophy," XXV (Richmond, Virginia, 1942), p. 145.

<sup>21</sup> Charles E. Merriam, The New Democracy and the New Despotism (New York, 1939), p. 12.

in the worth of the individual.

3. Democratic Educational Philosophy: Education must see to it that the essentials of democracy are the essentials of education. In the twelve "hallmarks", listed on pages ten and eleven of this chapter, the Educational Policies Commission presents what it believes to be the essentials of democratic education.

How can democratic educational philosophy foster the welfare of all the people? The answer to this question lies in the application of the principles of democracy to educational practices. Emphasis, then, will be given to cooperative social action as an outstanding characteristic of the democratic process.

Although cooperation in its literal sense means "working together", there are various interpretations of this meaning of the word which bring about a variety of applications in practice. Literally, the term itself is a desirable characteristic; in application its desirability is determined by the way it is interpreted in actual practice. According to Hopkins there are six levels of cooperation. These are compulsion, compromise, exploitation, bargaining, leadership, and democratic cooperation.<sup>22</sup> When two or more people work together to achieve purposes which have been set up by one person apart from the others, cooperation is on the low level of compulsion, compromise, exploitation, or bargaining. In application it becomes a "working for" rather than a "working with." This kind of cooperation is very undesirable. In the first place, it enables a strong

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22 L. Thomas Hopkins, Interaction: The Democratic Process (Boston, 1941), pp. 214-217.

person to promote himself at the expense of others who are helping him to achieve his own purposes, because they have been forced or duped into the plan. As a process of this nature progresses, the individuals who are doing the work develop feelings of animosity, suspicion, or unfairness. So divorced are their purposes from the purposes of the leader for whom they are working that, in spite of the fact that their efforts may be characterized by a semblance of cooperative action, realization that the ends to be achieved are not for the good of the group causes a cessation of even this semblance of cooperative effort. In the second place, this type of cooperation causes friction between individuals and between groups. Having no part in the establishment of purposes, workers feel no unifying force among themselves. Lack of group unity causes individuals to go against each other and groups to go against groups. In the third place, such cooperation is to be avoided, because it does not provide opportunities for individuals to learn to improve their ways of working with others. So accustomed do they become to accepting purposes set up for them that they have neither interest nor experience in learning how to participate in the formulation of these purposes.

The fifth level of cooperation which has been indicated as leadership is far more desirable than those previously discussed. It is not the highest form, but it has the characteristics of group unity and group purpose. The implications of this level of cooperation are (1) that a group comes together to study its needs; (2) that the recognized purpose of the study is that of devising an effective plan for meeting these needs; (3) that the members of the group find it difficult to work together

because of their lack of ability to set up purposes, to make intelligent contributions toward the formulation of plans, or to feel themselves vital factors in a group; (4) that out of this group there emerges a person whose ability, vision, sense of responsibility, and desire to work for the common good enables him to help clarify the purposes of the group and to take the initiative in developing plans for the accomplishment of these purposes; (5) that this individual has the respect and support of the group. Leadership of this type is not contrary to the ways of democracy. In fact, democracy believes in and encourages the emergence of the more capable persons to aid struggling groups to solve their problems intelligently.

Democratic cooperative action is the sixth and highest level of cooperation. It assumes that each individual in the group is a leader who feels and carries the full burden of responsibility for the group; that each individual can and will work with other members of the group or with a chairman who has been selected to help coordinate the activities of the members of the group; that each individual possesses self-control and self-direction. These are some of the important aspects of democratic cooperative action:

1. "Determining the purposes to be realized;
2. "Formulating plans for achieving these purposes;
3. "Devising methods of putting the plans effectively into operation;
4. "Evaluating the results in improved living;
5. "Selecting new and improved purposes for continued cooperative

planning and action."<sup>23</sup>

"The focused and coordinated thinking of a cooperating group can bring reasonable solutions to problems of living which the ablest individual alone could not solve satisfactorily. Thus by democratic cooperation desirable growth of the individual and the improvement of the good life go on simultaneously. To isolate them means disaster for each."<sup>24</sup>

Democratic cooperation is dependent upon the extent to which individuals in a group can and do work together to study a situation or problem and to formulate purposes for the most effective solutions to the problem. The emphasis in democratic cooperation is on the process itself as it affects the progress or growth of each individual toward a more desirable achievement in the good living now and in the future. "Any end which cannot be achieved by the democratic process is usually not worth achieving, except possibly in some emergency to protect the very process itself."<sup>25</sup>

In this chapter the investigator has established the point of view that educators must see to it that the essentials of democracy are the essentials of education. The Educational Policies Commission has outlined the assumptions of democratic education in the twelve "hallmarks" which are listed on pages ten and eleven of this chapter. The investigator has also established the point of view that cooperative social action

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23 Ibid., pp. 7, 8.

24 Ibid., p. 8.

25 Ibid., p. 6.

is an outstanding characteristic of the process by means of which the essentials of democracy become the essentials of education. A description of cooperative social action is given by Hopkins in his analysis of the levels of cooperation which are discussed in pages thirteen through sixteen of this chapter.

The twelve "hallmarks" of education and the levels of cooperation will be the criteria for analyzing the philosophy of the Matthew Whaley School and for appraising certain practices in the school curriculum.



### CHAPTER III

#### THE MATTHEW WHALEY SCHOOL AND ITS HERITAGE

"The Matthew Whaley School

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An expression of  
the spirit of cooperation  
of  
the citizens of Williamsburg  
and  
the College of William and Mary

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Dedicated to  
the youth of this community  
that  
in this spirit  
they may learn to live  
more abundantly."

A tablet in the lobby of the Matthew Whaley School bears the inscription quoted above, which reveals the feeling of the faculty, the patrons, and the officials of the College of William and Mary and of the City of Williamsburg that the spirit of cooperation which characterized the planning of the school might be an inspiration toward a finer spirit and a fuller life among the pupils and the faculty members as they live together.

That the seed of this spirit of cooperation was planted many years

before the actual establishment of the Matthew Whaley School in September, 1930, may be seen in the history of the conception, planning, and development of the school itself.

The Matthew Whaley School is located in Williamsburg, Virginia. The building is owned and operated jointly by the City of Williamsburg and the College of William and Mary which uses the school as a teacher-training laboratory. The school serves the city and the rural communities immediately adjoining it, drawing its student body from various types of homes. The enrolment for the period of the thesis is about 375 for the elementary grades and 225 for the high school grades making a total of 600 pupils. A tuition fee is paid by pupils who do not live in Williamsburg. Those, however, who live in the two counties adjacent to the city have their tuition paid by the counties, because there are no high schools in these counties.

The Matthew Whaley School has traditions which give it a distinct individuality.

It is named after a little boy, Matthey Whaley, who died in 1705 at the age of nine years. His mother, Mary Page Whaley, who died in 1742, bequeathed in her will fifty pounds sterling to endow a free school near Williamsburg on the Capitol Landing Road to teach the poor children in the Parish, provided that the school would be called the Matthey School forever.

By its name and inception, the Matthew Whaley School represents childhood with its simplicity, its faith, and its hopes.

Although the school was contemplated in the early part of the

eighteenth century, it did not become a reality until the latter part of the nineteenth century. Through the interest of the College of William and Mary, the residue of the bequest of Mrs. Whaley was secured and in 1870 on the site of the Governor's Palace, the College erected a four-room brick building which provided free instruction for children six to ten years of age in Williamsburg and was used as a model and practice school in connection with the Chair of Pedagogy at the College. With the exception of twenty years, 1873--1894, when the school was under the control of the city, the Matthey School was continued by the College until 1920 as a model and practice school. Many citizens in Williamsburg who attended this school bear striking testimony to the experience and the loyalty of its teaching personnel. The names of these persons are revered, and the remembrance of the little Matthey School is hallowed by them. The school had the active support and cooperation of the community. In 1920 a modern school building was erected by the city on the Palace Green, which made provision for elementary and secondary school children of Williamsburg and the Matthey School building was used for auxiliary purposes only. Unfortunately, the location of the new school on the Palace Green did not receive the unanimous endorsement of the citizens of Williamsburg, and, as a result, it never received full community interest and support.

During this period, when the new school on the Palace Green was not receiving the support of the community, College officials were interested in developing practice school facilities, especially for high-school teachers. Proposals were made for the College to provide a separate building for the high-school children of the city and plans were made to

this end. In the meantime, members of the Williamsburg Restoration decided to restore the Royal Governor's Palace and therefore needed the site on which the Matthey School and High School were located.

During these negotiations, there were many proposals concerning provision for public education in which the city and also the College were much concerned. The most persistent proposal was for the city to provide instruction for the elementary grades in a separate building under city control, and the College to provide instruction for the children in the high school grades in a separate building under College control. Through the vision and efforts of the late Dr. K. J. Hoke, who was Dean of the Department of Education at the College of William and Mary at this time, careful, patient, and searching study of the best thing to do for the interests of the children of Williamsburg and the surrounding community was pursued by the city and the College. From this study, carried on under the leadership of Dr. Hoke, came the decision that the city and the College would pool their resources and unite in a cooperative effort for the construction and the development of a school in which the children of this community could live more abundantly. As a result of the cooperative effort, the present Matthew Whaley School came into existence.

The development of the work in the education of teachers at the College of William and Mary has had a significant bearing on the instruction and organization in the Matthew Whaley School. Prior to 1922--1923, all of the professional work at the College was for teachers planning to teach in the elementary schools, and the practice was in the elementary grades of Matthew Whaley. By 1924--1925, this work had been changed to

preparation of teachers in secondary schools, and the practice was in the high-school division of Matthew Whaley. As a result, the instruction in this division with the aid of competent teachers and supervisors was carefully studied and improved, so that, by 1930, when the present Matthew Whaley School was occupied, the staff of the high-school division was doing work recognized for its merit. In 1929--1930, the College officials re-established elementary education for students preparing for teaching in elementary schools, and practice teaching was resumed in the elementary division. The result was that, with the aid of competent teachers and supervisors, the instruction was studied and so improved that the staff of this division was being recognized for its work.

During the time when the new Matthew Whaley School was being planned, the members of the teaching and supervisory staff of the old school shared in the planning of the construction of the new building. These teachers and supervisors were skilled in subject matter fields and in methods of teaching, and, of more importance, they were democratic persons who were assuming the responsibility of their citizenship and were interested in the effects of their teaching on the civic behavior of young people. The suggestions of teachers who possessed these qualities were of great value in helping to determine the experiences which are essential to the growth of the whole child and the physical facilities which are desirable in achieving this growth. These people, who were experienced in using school buildings for educational purposes, were going to use the new building. The philosophy underlying this sharing of opinions and suggestions among teachers and supervisors "recognizes that in educational

planning the technical competence of teachers as educational specialists should be taken into account, along with the technical competence of architects, engineers, and business managers as specialists in their respective fields."<sup>26</sup>

An analysis of the history of the planning of the Matthew Whaley School reveals three things. First, the purposes were those of a democratic society; i.e., (1) to promote the common good and (2) to foster the welfare of each individual. Second, an important element of the democratic process characterized the development of the school as the individuals who comprised the planning group worked together to establish these purposes and to evolve the means whereby the purposes could be realized. Third, this cooperative action was on a high level. The first two points have been discussed in the foregoing description of the history and planning of the school. An analysis of the third point is given in the following paragraph.

Citizens of the community recognized their responsibility for providing adequate educational opportunities for the youth of their community. This in itself is a characteristic of a democratic society. These citizens came together in an effort to assume this responsibility. They purposed to do two things. First, they were interested in making it possible for the people of their community to become intelligent citizens, and second, they were interested in giving to each child opportunities to develop to the maximum of his ability. With their interest in the common good and

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<sup>26</sup> Educational Policies Commission, Learning the Ways of Democracy (Washington, D. C., 1940), p. 363.

in the welfare of each individual as the purposes common to these citizens, they proceeded to work together toward the developing of these purposes. As the committee studied the situation, it recognized the need of having help and direction. The problem involved action which had taken place prior to this time. The late Dr. K. J. Hoke was familiar with the nature and extent of this action. It was he who brought the events of the past before the committee; it was he who led the committee in the study; and it was he who stimulated the thinking of the committee toward a realization of the purposes. Dr. Hoke was recognized by the committee members as their leader. They worked with him toward the accomplishment of the purposes which were set up by them with his help. The planning, then, was on a high level of cooperation; it was, therefore, democratic in its purposes and in its procedures.

In the light of the characteristics of a democratic philosophy,<sup>27</sup> the history of the conception, planning, and establishment of the Matthew Whaley School may be summarized as follows:

1. The primary purpose of democracy is concern for the welfare of each individual. This purpose is embodied in the tradition of the school; it continued to be the purpose of the citizens of Williamsburg as they planned the new Matthew Whaley School. It is apparent in the efforts to provide equal opportunities to all who are pupils in the school.

2. Democracy urges every worker to think through the purposes of the group and to invent better ways of carrying out these purposes. Careful study and critical appraisal of the developments in education in

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<sup>27</sup> Ibid., p. 35

Williamsburg were carried on by the citizens of the community and officials of the College in order to devise the best educational opportunities for the youth of the community. Throughout this study, emphasis on the democratic process is evident.

3. Democracy makes possible the efficient use of personnel in order that all human resources may be utilized effectively. In the planning of the committee, the leadership of Dr. K. J. Hoke was recognized, respected, and used. The committee was composed of people from the community and the College who were interested, concerned, and capable of contributing to the problem. The technical knowledge of teachers and supervisors was used in the planning of the new building.

The staff of a school which is characterized by the spirit of democracy in its conception, planning, and establishment faces the responsibility of continuing the democratic way of life in the operation of the school. When the new Matthew Whaley School opened in the fall of 1930, it had a system or an accumulation of values which had been found successful by society. They are the values, strengths, or powers of democracy as a philosophy of life. A preservation of these values and their organization for use were the challenges of the leaders of the school.



## CHAPTER IV

### COOPERATIVE PLANNING IN FACULTY ORGANIZATION

"Administration is the problem of managing an enterprise so that the purposes of those engaged in it may be achieved. The efficiency of administration must be seen in terms of the process employed, not in terms of the speed with which a fixed end can be reached."<sup>28</sup>

A further interpretation of the democratic concept of administration emphasizes cooperative planning of the whole school program by pupils, teachers, parents, members of the administrative staff, and all others who are concerned. Cooperative planning is based on the theory that those who are concerned with school policies should have a definite part in formulating them. Only through participation in establishing purposes, developing plans, and devising techniques or methods for the realization of goals can there be real purpose and understanding both of which are basic to the learning process.

Mention has been made in a previous chapter of democratic cooperative action as the highest form of cooperation, in which each participant, both leader and follower, works to the maximum of his particular ability toward the success of the group plan. In a school situation, the principal or a committee appointed by him acts as a coordinating agency to bring together voluntary and delegated efforts of individuals and small groups. This places upon the principal the responsibility of a very high type of leadership. He faces the initial challenge of creating in his faculty the

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<sup>28</sup> L. Thomas Hopkins, Interaction: The Democratic Process (Boston, 1941), p. 13.

belief in cooperative planning. He cannot hope for success in democratic cooperative action unless he is certain that his staff has an understanding, appreciation, and belief in its worth.

It becomes obvious, then, that there must be unified thinking among faculty members. The principal dare not assume this kind of thinking; he must make a genuine effort to weld his staff into a unified group and at the same time preserve the individuality of its members. Once established, the unity of the group is permanently secure only through the continued efforts of its leaders and the feeling among the members of useful endeavor in the purposes and practices of the group. In order to bring members of a faculty together, it is necessary to provide opportunities for them to work and play together as a means of developing respect for each other. It is also necessary for the principal to discover the special interests, hobbies, and skills of his individual faculty members and to provide opportunities for these to be utilized in the school program.

After this "ground work" has been laid, the principal continues his efforts toward a program of cooperative planning through his most important function,--that of supervising instruction. That cooperative planning is basic to effective supervision which, in turn, purposes to stimulate cooperative planning may be noted in the following quotation:

"Supervision of instruction is the most important function of the principal. Supervision is the systematic effort to stimulate and direct the growth of teachers in order that they may make their maximum contribution to the desirable growth of pupils. Cooperative planning by principal, teachers, and pupil underlies effective supervision. The optimum type of supervision is 'creative', seeking to promote originality in teaching procedures and to encourage intelligent experimentation

to the end of providing opportunities for maximum pupil growth."<sup>29</sup>

The principal must now devise ways in which to continue among faculty members the belief in cooperative planning to the extent that the staff will make it vital in the school curriculum. Some of these techniques include faculty meetings, conferences, directed observation, committees, intervisitation, extension courses, supervisory bulletins, study and discussion groups, and community study.<sup>30</sup>

The success of these techniques may be determined by appraising certain items relating to teacher and pupil growth. Since the present discussion is concerned primarily with faculty efforts, the following items concern only a means of evaluating supervision as it relates to faculty growth:

1. "The teachers' increased enthusiasm and interest in school and community problems.
2. "Suggestions of new ideas and activities for more effectively meeting pupil needs.
3. "Ability of the teacher to explain his program and show the 'why' of his activities.
4. "The teacher's satisfaction and accomplishment and lack of frustration in his work.
5. "The teacher's increased ability to criticize and evaluate his work.
6. "Improved planning on the part of teachers with both pupils

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<sup>29</sup> Manual of Administration for the High Schools of Virginia, "Philosophy," XXV (Richmond, Virginia, 1942), p. 99.

<sup>30</sup> Ibid., p. 100.

and principal.

7. "The teacher's increased voluntary activities in enriching pupil experiences.

8. "Improved learning - environment,"<sup>31</sup>

Since it is true that "the efficiency of administration must be seen in terms of the process employed",<sup>32</sup> there is justification in formulating a school philosophy through the combined thinking of those who are going to live by this philosophy. Likewise, there is justification in developing or setting up a philosophy only after careful thought and study. There is no specific time for developing a philosophy, because it should be developed generally and constantly be revised. Various sources for developing a philosophy should be used by members of a school group. Some of these follow:

1. "Studying the nature of the individual.
2. "Studying the nature of the process of learning.
3. "Studying the ideals of democracy.
4. "Studying the needs, aspirations, and behavior of the pupils of the school.
5. "Discussing the purposes of education with friends, parents, and people of the community.
6. "Studying the problems, conditions, and the needs of the school community.
7. "Understanding various social, cultural, and political systems.

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<sup>31</sup> Ibid., pp. 102-103.

<sup>32</sup> L. Thomas Hopkins, Interaction: The Democratic Process (Boston, 1941), p. 13.

8. "Studying institutions and their functions in society.

9. "Examining their own teaching procedures and school practices, and the philosophy that supports them."<sup>33</sup>

There are two general ways of deriving a philosophy. One way is by accepting without question the beliefs and modes of behavior as they already exist in society. Individuals who obtain their philosophies in this manner are capable of making decisions, but the quality of their decisions is unpredictable. "A philosophy which has been unintelligently accepted can rarely be intelligently applied."<sup>34</sup> This kind of blind acceptance of ideas has proved a stumbling block toward the achievement of more democratic schools. The other method of deriving a philosophy is by constant critical appraisal of the beliefs, attitudes, and modes of behavior as they contribute to the experiences of everyday living. The great value in this kind of philosophy lies in the fact that "the quality of the philosophy is determined by the quality of the thinking which enters into the study of ordinary experience which is the basic source of philosophy."<sup>35</sup> "An individual who develops his philosophy under authoritarian control will generally have one of low quality since creative criticism through high cooperative interaction has not entered the making of it."<sup>36</sup>

There is much to be said concerning the ways of acquiring a philosophy.

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<sup>33</sup> Manual of Administration for the High Schools of Virginia, "Philosophy," XXV (Richmond, Virginia, 1942), pp. 146-147.

<sup>34</sup> L. Thomas Hopkins, Interaction: The Democratic Process (Boston, 1941), p. 174.

<sup>35</sup> Ibid., p. 175.

<sup>36</sup> Ibid., pp. 175-176.

Educators who follow the plan of accepting uncritically the traditions of society keep these traditions alive by a hand-me-down process with little concern for their value in the light of present needs. On the other hand, educators who are constantly appraising those traditions and seeing them in the light of their values to present needs are going to reach more intelligent decisions which guide them in making changes in these traditional practices. "The problem, then, for the educator is not whether he will have a philosophy; he cannot escape having one. The real problem is whether he shall allow his philosophy to be hidden in his practice or whether he shall examine it consciously and critically, better to use it in directing intelligently his educational practices."<sup>37</sup>

If the principal of a school accepts the belief of developing a philosophy based on a critical appraisal of ordinary experiences, he must establish ways of guiding the faculty into such an appraisal and constantly provide opportunities for revisions of the philosophy from time to time. He may do this through individual conferences with teachers, through committee work, and through faculty meetings by

1. "interesting teachers in the advisability of formulating a philosophy for the school;
2. "leading the teachers in a critical appraisal of their present practices for the purpose of determining which are desirable and which are undesirable;
3. "providing opportunities for reading and for utilizing the sources of a philosophy;

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<sup>37</sup> Ibid., p. 173.

4. "helping teachers to clarify their present beliefs and ideas;
5. "interesting laymen and pupils in formulating a philosophy and aiding them toward making a contribution to the philosophy of the school;
6. "planning with teachers, laymen, and pupils for a study of significant phases of community life;
7. "studying with the faculty, pupils, and laymen how children learn, their nature, their basic needs, their backgrounds and behavior, and their possibilities for improvement;
8. "studying with the faculty, providing for free discussion, ways of improving the community and the program of the school on the basis of the results of the community study;
9. "formulating a philosophy, on the basis of all information revealed, that is consistent with the principles of democracy for the school to use as a guide in meeting the needs of the pupils and the community and as a means of evaluating the practices of the school;
10. "continuously studying, critically evaluating, refining, and revising the philosophy in terms of the results of changed practices and in light of community and pupil needs."<sup>38</sup>

Efforts to obtain the unified thinking of the faculty at the Matthew Whaley School were begun in 1930. Three things were evident. First, the principal encouraged the promoting of social activities for the faculty out of which grew respect for each other. Picnics, teas, parties, fishing trips, and dinners were given by principal, teachers, and school-board

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<sup>38</sup> Manual of Administration for the High Schools of Virginia, "Philosophy," XXV (Richmond, Virginia, 1942), pp. 147-148.

members. Second, the principal noted the special interests and hobbies of the staff and provided opportunities for them to be used in the school program. Various activities for pupils developed around these teacher interests, and teachers sponsored such activities. Third, the principal encouraged suggestions, experiments, and comments by teachers making it clear that there was flexibility of administrative control.

Publication of a bulletin in 1931 by the high-school teachers of Matthew Whaley may be used at this point as an instrument of evaluating the success of the supervision of instruction at the school during its first year of operation. The bulletin is entitled, "The Unit Plan of Teaching as used in the Matthew Whaley High School, Williamsburg, Virginia."<sup>39</sup> The title itself indicates efforts toward "intelligent experimentation to the end of providing opportunities for maximum pupil growth", for at this time the unit plan of teaching was comparatively new. The fact that the faculty members wrote the bulletin reveals two significant points. First, supervision in the school had succeeded in stimulating and directing the growth of teachers to the point that they had something worthwhile about which to write and to the point that they did the actual writing. Second, a measure of cooperative planning was necessary in order for teachers to merge their efforts in the writing of the bulletin.

Although the bulletin contains no statement of the philosophy of the school, the following excerpts give hopeful evidence of the concept of the philosophy of education and the place of education in our society.

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39 The Faculty, "The Unit Plan of Teaching as used in the Matthew Whaley High School, Williamsburg, Virginia", School of Education, College of William and Mary, Bulletin Number 1.



In the General Discussion of the Unit Plan, the following paragraph introduces some of the underlying principles of this type of teaching:

It is generally agreed today that all teaching should be based upon these principles: first, that learning is dependent upon the activity of the individual; second, that pupils differ greatly in their interests and abilities; and third, that the most educative use of materials is that in which selection and organization are based upon important life problems or concepts.

A Word of Warning in the introduction to the bulletin makes the following statements:

1. "No form of procedure in itself will revolutionize teaching. 'It is the spirit that quickeneth.'"
2. "The unit plan is a useful tool....The finer the tool the more disastrous may be the results if it is handled by one who is ignorant of its purposes, possibilities, and dangers."
3. "No educational technique can be superior to the personality which administers it."
4. "...education is not on the level of mechanics, and its processes demand intelligent guidance."
5. "Those who are willing to draw upon themselves freely, to evaluate results honestly, and to profit by their mistakes, will find adequate reward in the satisfaction which comes from the consciousness of progress."

The following quotations from subject fields continue the thoughts expressed in the introduction:

"In planning the English work in the Matthew Whaley High School, the faculty have subscribed to the belief that more high school graduates go into 'life' than into higher institutions of learning and that the

college preparatory function of high school is not the most important function."

"Pupils seem to understand each other, to appreciate individual interests and difficulties among their classmates. For these reasons the unit in French Literature was worked out on a group plan. In the different groups were some of the faster pupils and some of the slower ones. This was arranged to give the faster pupil an opportunity to help the slower and the slower an opportunity to be helped."

"In a Latin unit, one boy who is planning to study forestry at a technical school became interested in some interesting words of Latin origin that are used in Botany. He asked to substitute additional work on this topic for numbers 15, 16, and 17 of the contract."

"A unit of work in the social sciences is a comprehensive, significant movement, trend, or tendency which calls for judgment, reflective thinking, and understanding on the part of the pupil as opposed to the former stress in history of the memorization of isolated and unrelated facts."

Various techniques were used toward the development of progress in the growth of teachers. These techniques were used among individual teachers, groups of teachers, The Teachers' Association, elementary and high-school faculties working as separate groups, The Parent-Teacher's Association, and the school administration.

Individual teachers sought professional connections by working in laboratory meetings on Saturday mornings with teachers and supervisors from the surrounding region, by participating in state and national studies, by visiting in other school systems, by attending state and

national meetings, and through membership in the national and state education associations. Teachers also tried various ways of meeting the needs of individual children. Among these were visiting in the homes, improving the quality and content of instruction, providing opportunities for the development of hobbies through hobby fairs, providing opportunities for the development of leadership and responsibility through class organizations and pupil committee work, and providing opportunities for the development of interests through an activities program.

Faculty members worked with each other, with children, and with school patrons and community citizens in carrying on such various activities as management of routine ways of working together at school, producing a commencement that would express the ideals of the class and the school, fostering initiative in beautiful religious services, developing choirs who visited in the churches, promoting unique Christmas and Easter services and Health Days, fostering spontaneous civic programs, cooperating with city organizations, developing the tendency to examine critically and cooperatively the endeavors of groups and individuals.

The Teachers' Association sought greater activity as a professional organization and cooperated with the program of the state organization. It sponsored social functions which brought the faculty members together in a pleasant way, and worked for the good of the whole faculty.

The elementary and the high-school faculties carried on many important activities. Among the activities of the elementary faculty were the weekly evening meetings during which teachers studied problems of the elementary school, wrote observations of growth of particular children over a period of years, made indications of the interrelations in class rooms,

experimented with different types of report forms to parents. Among some of the activities of the high-school faculty were the study of the survey of the high school by an invited committee, publication of two books of units, experimentation with report forms, the development of a guidance program, the inclusion of a Diversified Occupations Course, and an integrated program for seventh, eighth, and ninth grades. Some of the joint activities of both faculties include descriptions for the public of the activities going on at school, membership in the Parent-Teachers' Association, examining status of experiences and results in particular phases of children's growth, as reading, studying the relation between the school and the home, expressing through a series of meetings the philosophy held by groups and the whole faculty, and continuing to adapt the physical plant to the changing program of the school.

Through the Parent-Teacher Association came the following activities: surveys of different phases of the school program; social events for patrons, teachers, and pupils; the plan of having room mothers; attempts to have study groups; sponsoring speakers for meetings and assemblies; and sponsoring the bringing of professional artists to Williamsburg.

The flexibility of administrative control encouraged such things as the elimination of requiring every class to have complete sets of text books, omission of set examination periods and formal marking, promotion on the basis of values for growth of individual pupils, variations in forms for recording and reporting, visiting by teachers and children during school hours in each others' classrooms, spontaneous formation of teacher or child groups for carrying out particular purposes, control by classes over expenditures of their own fees.

Five years after the opening of the Matthew Whaley School, the faculty worked toward the stating of the philosophy of the school. From a year of careful study came a list of aims or goals. The high-school faculty published a second bulletin entitled The Developing Curriculum at the Matthew Whaley High School in which the goals of the high school department are expressed as follows:

The aims of the Matthew Whaley High School as set forth below are the product of the thinking together of the high school staff, working as a whole and in committees during the school year of 1935-36. In this process it was necessary to analyze their own practices and to compare their tentative list of aims with similar aims set up for other schools and school systems. Such a procedure helped to clarify the thinking of individual members of the group in some cases and to modify their points of view. The aims chosen for Matthew Whaley are similar to those found in the Virginia State Course of Study, but they have been stated in a manner more satisfactory to the staff in the light of their concept of public secondary education in Williamsburg.

#### GOALS OF THE MATTHEW WHALEY SCHOOL - HIGH SCHOOL DEPARTMENT

- A. We aim to have the pupils develop the following abilities:
1. To believe in their own worth and ability.
  2. To maintain high standards of conduct.
  3. To feel responsibility toward and to work cooperatively with individuals and groups.
  4. To have respect for properly constituted authority.
  5. To establish and maintain good physical and mental health.
  6. To read the English language with understanding and to communicate ideas in it effectively.
  7. To use effectively books, maps, charts, graphs, statistical tables, and other tools.
  8. To utilize the resources of one's environment economically and with aesthetic satisfaction.
  9. To see problems and to attempt to solve them in a scientific manner.
  10. To appreciate religious and moral values.
  11. To see and enjoy the beauties of nature and to enjoy man's artistic expression in many forms on increasingly higher levels.
  12. To find and pursue with satisfaction worthwhile interests.
  13. To appreciate the social heritage in its meaning for the present.
  14. To understand the world of today.

- B. In our endeavor to attain these aims of education, we undertake:
1. To use the existing interests of the pupils as a means to develop in them wider interests and understandings.
  2. To coordinate the work of pupils in their several school subjects.
  3. To organize learning activities around problems which have meaning for the pupils, to provide practice in the reflective thinking necessary to arrive at a solution of these problems, to distinguish between essential and non-essential facts, and to provide sufficient drill to establish mastery of those facts and skills which have meaning in these and in related problems.
  4. To provide a flexible setting and to use that variety in procedure which will make possible as great a breadth of experience for all pupils as is within the limits of their capacities.
  5. To provide a wealth of usable material.
  6. To use all available methods, objective and subjective, of evaluating all the outcomes of school activities.
  7. To grow professionally, culturally, and socially.

As the work of the elementary and the high school divisions of the school developed, it became evident that each division had much to contribute to the other, that there was need for greater unity in the point of view and practice of the school as a whole, and that the two divisions needed to study cooperatively the work of the school as a whole.

To this end, the entire faculty in cooperation with the Department of Education of the College met once each month during the session of 1937-38. The following letter summarizes the work of the group during this school year:

To the Faculty of the Matthew Whaley School:

During the past year, the teachers in the elementary school, the teachers in the secondary school, and the teachers in the Department of Education presented a statement of what each group considered fundamental for the objectives in the Matthew Whaley School.

From these statements a committee composed of your representatives formulated the following definition of growth as a tentative working procedure:

"The growth of the whole individual expresses itself in a continuous process which is the result of interaction between the individual's active tendencies and his environment."

Each teacher was asked to give types of work which contributed to this concept of growth. These types of work were analyzed into ways of behaving as factors in growth. It was apparent from this analysis that work in harmony with this concept of growth was being done through the school.

From a discussion of the work which was presented, there are two phases of study which would seem profitable for the coming year:

1. Do the experiences or activities in which pupils engage show a continuous development from group to group?

It is recognized that one activity following another may claim the interest of pupils without resulting in growth.

2. Is the learning of the individual as he passes from one level of attainment to another developing into organized knowledge?

An element in learning is the organization of knowledge which is the result of seeing relationships between facts and ideas.

During the coming year, it would be profitable to analyze types of work in the different groups which represent these two elements of growth in the individual. In such an undertaking, the faculty of the Matthew Whaley School and the Department of Education should have a mutual interest from which much benefit could be derived. If you desire to continue such studies, I shall be glad to assist you in any way I can.

Sincerely yours,

K. J. Hoke, Dean  
Head, Department of Education

This attempt on the part of the whole faculty to look at the work of the school as a whole created an interest which continued to develop so that when the College became a participant in 1939-40 in the study of the Commission on Teacher Education, the faculty of the Matthew Whaley School in cooperation with the Department of Education was soon engaged in a cooperative effort of self-appraisal in their work in the school as a unit.

During 1940-1941 the Teachers' Association organized for more concentrated study of child growth. Several speakers were invited to lead the Association in some of the aspects of child growth. One of these speakers was the elementary supervisor of education who had been working at the Child Development Center in Chicago under the auspices of the Commission on Teacher Education. She spoke on two occasions. The first time was in December when she presented data on child growth. In April, the Association invited her to speak again. In the meantime, various meetings to plan for progress at Matthew Whaley had been held by the superintendent, supervisors, professors of education, and the Dean. Discussions in these meetings led to the topic of this April talk which was used to tell how organization for fostering more attention to child growth was being achieved in many places. It gave a picture of the trends in those efforts at the Matthew Whaley School over the years, and expressed a direct challenge to the faculty to consider making the year 1941-1942 a year of special unified effort in self-study and self-evaluation in the Matthew Whaley School. The superintendent suggested the possibility of a half-day of school time in which to consider this further and stated that it was possible for teachers to get counsel from the specialists who were working with the Commission on Teacher Education. The faculty decided to use the half-day and proposed to themselves a preliminary meeting for planning.

When the preliminary meeting was held, the superintendent presented to the teachers as a first contribution of the supervisory staff toward the work of 1941-1942 a reorganization of supervisory efforts in certain ways. In 1941-1942, the supervisory staff would attempt to work as a unit



on the self-study which was to be undertaken, the secondary supervisor would add supervision throughout the school in science in an effort to see what experiences in that field could contribute to the understandings, habits, and attitudes of children, and the elementary supervisor would work on helping the whole faculty in their study of the growth and development of individual children and certain groups.

When the faculty next met, under the leadership of the superintendent, eight areas for study were listed as a beginning toward self-study. The areas set up were

1. School and Community Resources
2. Guidance of the Growth of the Individual
3. Development of Child Groups
4. Faculty Growth
5. Unity in the School
6. Curriculum
7. Parent-School Relationships
8. Whole School Activities

Suggestions were made about organization of the faculty for further cooperative work as follows:

THINGS TO BE CONSIDERED THIS YEAR (SPRING 1941)

1. Make a list of opportunities for individual children to serve at Matthew Whaley.
2. Each teacher evaluate himself in terms of strengths and weaknesses. Each find a job he could or should carry for the school.
3. Maintain a file of materials outlining steps in cooperative faculty efforts.
4. Continue committees organized with such modifications in personnel as seem desirable.
5. Committees define their functions.
6. Continue expression of activities growing out of faculty discussions and ways of going into action.

THINGS TO BE CONSIDERED NEXT YEAR (1941-42)

1. Hold regular faculty meetings of total group next year in addition to the sub-group meetings that are usual. Hold a meeting every week then adjourn into committees on specific jobs.

2. Find types of organization for meetings.
3. Have a specific purpose for each meeting.
4. Have committee of faculty to set up organization and type and ways of working.
5. Plan how to get faculty committees organized to do specific jobs.
6. Find some half-days and whole days to work together on professional problems.

Committees were appointed as follows:

Policies Committee  
Records and Reports Committee  
Evaluating Committee  
Coordinating Committee

At the teachers' own initiative, work went forward. They arranged for committees to meet in order to summarize and mimeograph what had been done and planned, that there might be a solid basis for beginning work in the fall.

The members of the staff looked forward to the continuation of their efforts at self-analysis and study in the fall of 1941. It seemed to be the concensus of opinion in the group that the study and discussion during the 1941-42 season had been stimulating, had opened the way for further growth of the staff, and should be pursued with zeal by the staff members themselves together with such aid as might be secured from the Commission on Teacher Education, and other helpful sources.

A review of these faculty efforts of 1941 reveals much that is significant concerning the program of self-study. First, the whole faculty was not only interested but actively interested in working together; second, the whole faculty was seeing a common problem, i.e. fostering child growth; third, the whole faculty was becoming aware of the value of the work of its individual members and committees; fourth, this growing awareness led

the whole group into planning and setting up ways of sharing their thinking, findings, and techniques; fifth, the whole group was beginning to feel somewhat definite responsibility for planning its own self-study program and for setting up best ways of doing this planning; sixth, the whole group felt the need for purposes of meetings to be clearly defined; seventh, the whole group was interested in a continuation of the program of self-study.

Near the close of school in 1942, interviews with individual faculty members concerning the program of self-study revealed several significant points. Several teachers expressed the feeling that there had been too many faculty committees. Although these committees provided opportunity for leadership by more teachers and stimulated more teachers to engage in active work, the majority of teachers were of the opinion that they would feel less pressure of time and more satisfaction in working on a few problems rather than on so many. Some high school and elementary teachers shared the feeling that they had missed their separate elementary and high school group meetings which had had to be very infrequent because of the committee and whole faculty problems which absorbed the interests and energies of teachers. Although a few teachers felt, also, that some members of the faculty had been held back in group efforts because they had experienced at previous times many of the processes through which the faculty passed in meeting problems, it seemed to be the general opinion of the faculty that working together as one school group had been helpful in many ways. Actual statements made by teachers are evidence of this fact. Some of these are listed below:

1. "Through our study together I have seen problems pertinent to the whole school rather than to one group of children."

2. "The elementary and high school teachers have a better understanding of each other's problems."
3. "The faculty seems less inhibited and less antagonistic. The spirit of the whole group has improved."
4. "Although there is not yet a hundred percent participation of teachers in the group meetings, these meetings are much better than the high school meetings of former years."

These illustrations from the cooperative faculty efforts at the Matthew Whaley School indicate

1. The democratic concept of the administration of the school.
2. The efforts of the superintendent toward unifying the thinking of the members of the staff.
3. The use of various techniques in developing cooperative planning among faculty members.
4. The emphasis on the value of the process used in formulating a philosophy for the school.

## CHAPTER V

### COOPERATIVE PLANNING IN PUPIL ORGANIZATION

"If the child learns what he lives and lives what he learns, he must live democracy in order to learn it. And he must learn it in order to live it successfully."<sup>40</sup>

Since the function of school officials in teaching democracy has been discussed in a previous chapter, the purpose of this chapter is that of presenting some of the means by which the school can discharge this function with illustrations from the development of pupil committee work in the Matthew Whaley School.

Not only should the principles of democracy be discussed in classes and studied from books, but they should be lived by pupils and teachers all the way through school from the first through the last school year. In other words, the entire curriculum of the school should provide opportunities through its course of study for the study of democracy and through its activities for the testing in practice of democratic principles. Through experiences in cooperative living pupils learn how to get along with each other; they discover the capacities and talents of each other and learn how to use these for the accomplishing of group purposes; they learn to look for the intrinsic worth of their fellows and to develop tolerance and subordination of self to the plans of the group. According to Hopkins, by the time pupils reach the secondary school, they should be able to manage successfully, under guidance, their entire life at school.<sup>41</sup>

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<sup>40</sup> L. Thomas Hopkins, Interaction: The Democratic Process (Boston, 1941), p. 170.

<sup>41</sup> Ibid., p. 170.

The school which accepts the principles of democratic educational philosophy both in theory and in practice, must see to it that its activities provide experiences of high educative quality. Twelve criteria for selecting experiences of this kind follow:

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.<sup>42</sup>

One of the school activities which has possibilities for providing experiences of high educative quality is pupil organization. The success with which pupil organization meets any or all of the criteria for experiences of high educative quality may be determined by its purposes, by the effectiveness with which it develops these purposes, and by the degree to which it reflects the principles of democratic education. "The characters

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<sup>42</sup> Ibid., p. 218.

and purposes of schools differ, and in any given school, that student organization is 'best' which accomplishes most efficiently the purposes for which it exists in that school, and which at the same time exhibits most fully the characteristics of democratic education."<sup>43</sup>

Since the democratic concept of education was accepted by the administration and faculty of the Matthew Whaley School, it becomes necessary to examine the application of the concept in the school curriculum. The development of pupil organization will be used as an illustration of the application of this concept.

One of the faculty committees was organized in the spring of 1941 for the purpose of working with a committee of pupils from the elementary and the high-school grades. The faculty committee was composed of four teachers,--two from the elementary grades and two from the high school. These four faculty members were sponsors of the committee of pupils. Only two of the teachers had schedules which permitted them to work regularly with the pupil committee. It is with the development of the pupil committee that the following discussion is concerned.

A survey of the opportunities provided by teachers for the development of leadership and responsibility through pupil committee work in both the elementary and the high-school groups will be considered as a necessary background for the development of the pupil committee work of 1941-1942.

Pupil committees in both the elementary and the high-school groups developed from needs recognized by the principal and members of the faculty.

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<sup>43</sup> Educational Policies Commission, Learning the Ways of Democracy (Washington, D. C., 1940), p. 244.

A beginning was made in the elementary group in 1930, a few months after pupils moved into the new building. Because of the many problems in discipline which arose, the elementary supervisor proposed that the children themselves be invited to study their ways of living together in the new building. One teacher was asked to take the chairmanship of a committee of child officials. This group organized into a pupil court which met with offenders and tried to gain their cooperation. Frequent group meetings were held with the entire elementary group at which time pupils discussed problems, suggested remedies, and pledged their support to the suggested remedies. The teachers led in these discussions and provided opportunities in their class rooms for following up the group meetings. The pupil court continued for two years with various teachers serving as chairmen from time to time. During these two years teachers worked with their class groups toward the idea of living together in such a way that they would need no reminding or reprimanding by the committee officials. Gradually, the pupils' court meetings became less frequent, and the responsibility for remedying difficulties was shared by the entire elementary group with pupils reminding one another in an informal manner in place of passing the burden to a few pupil officials.

In 1934-1935, the pupil committee began a more constructive program. Its major function was to lead the elementary group in programs and celebrations, but it continued to discuss with the group particular problems which arose from time to time. One of the activities sponsored by the committee with the help of a group of pupils from the sixth grade was the mimeographed publication of an elementary school paper. Contributions to the paper were made by pupils from the different elementary grades.



Representatives from each of the six elementary grades formed the committee in 1936-37. The leaders were members of a grade which presented the greatest problem. There were, in this particular group, too many new pupils to be normally absorbed by the old group, and their undesirable influences were spreading and getting the upper hand over the more desirable group. Difficulties which arose on the school playground offered the starting point for the committee. Committee meetings were held to discuss playground games and rules for playing these games. It was discovered that much of the difficulty had been caused by the new pupils, who played the games according to their rules. The physical education teacher was called in and discussions of good sportsmanship, use of the playground, and rules of the games were discussed with the committee and the elementary groups. Committee members accepted the responsibility of seeing that mimeographed copies of the rules and of a diagram of the playground were given to each pupil.

After this endeavor to improve conditions on the playground, the teachers called together the elementary groups and discussed with them ways of making Matthew Whaley an even more desirable place in which to live. The idea was discussed in the separate class groups after the preliminary discussions, and the committee compiled the ideals submitted by each class. While pupils were listing ideals applicable to class room, playground, halls, lavatories, auditorium, and cafeteria, they were also working on publicity concerning ways of living. One class made posters for the library, others made table notices for the cafeteria, a sand table for the hall, and a new bulletin board on which were posted instances of pupils accepting responsibility. The committee compiled all of these

ideals and activities and mimeographed copies for each pupil. With the help of the teachers, the committee conducted a group meeting in which each elementary pupil was given an opportunity to pledge his support to the suggestions of the group.

As the committee continued to function in the elementary group, it faced several problems. Many new children were coming into the school. The committee helped these children get acquainted, adjust themselves to their new environment, and feel their responsibility for making the school a happy place in which to live. Not only the teachers who worked directly with the committee, but other faculty members also suggested ways of working, problems needing attention, and pupils whose leadership might be used. They provided opportunities for following up the work of the committee in their class rooms, and they sought to be helpful members of the group rather than official directors.

At the opening of each subsequent school year, the work done by the committee during the preceding years was reviewed for the elementary group. This served a double purpose. New teachers were able to see more clearly their own responsibilities for helping in the development of pupil initiative and responsibility, and the children, themselves, could work ahead from the point at which they paused the preceding year. Working together on their group and individual problems became habitual with the faculty and pupils of the elementary group.

A high-school committee of pupils, although not organized until 1932, has used similar methods. The principal described to a few leaders of the students the possibilities of organizing a high-school representative committee after several requests for a school annual and for

developing an organization of school officers came to him from pupils. Organization was discussed by the few leaders with their class groups, investigations of similar organizations in other schools were made by pupils who were interested, teachers were approached for advice and suggestions, and finally a committee of officers from the high-school classes was organized into a Student Representative Committee. Among the first problems undertaken by this group was that of meeting the wish of the students concerning publication of a school annual. A study of the complexities and expense of an annual convinced the committee that the idea was impractical for them at that particular time. A mimeographed handbook, which was published, engaged the interests and energies of the committee during the first year.

For the next few years, the Student Representative Committee continued to function in the best interests of the high-school, with the help of a teacher-sponsor. Progress was slow; much time was needed to guide this group into accepting the responsibilities of a committee representing the students and to guide them into recognizing and using this type of representation. Language Arts teachers cooperated by teaching units on parliamentary procedures, and home-room teachers provided time during home-room periods for discussions by their groups and pupil representatives. Time was set aside in the fall term for classes to meet, discuss, and elect class officers who would represent them effectively on the committee. The committee sponsor kept the faculty informed concerning the work of the committee and with the help of other teachers directed the members of the committee to problems which needed attention.

During the years 1932-1938, the committee worked successfully on

improving conditions in the halls, and in helping to advertise school activities, and to initiate new activities in the school program. The committee sponsored school parties and acted as a clearing house for scheduling social functions. In these and other problems studied by the Student Representative Committee, there was a continuous effort on the part of the sponsor to help the members of the group develop responsibility, initiative, and purpose in order that they might locate problems, plan ways of working toward satisfactory solutions, and carry on their own meetings.

Finally, in 1938-1939, the committee revised its constitution, added more members, and adopted a regular weekly meeting time. The committee chairman worked with the sponsor once each week before the group meeting was held. These conferences were training periods for the chairman. He learned how to lead discussions, how to help the group see problems which needed attention, how to keep group members interested, and how to keep the group plans in progress.

The most obvious growth in the committee was evidenced in the work done from 1938 to 1941. During this time, the group worked and planned with the faculty in joint meetings. The committee members proposed problems which they had noticed. Among these was the habit of smoking in the lavatories. The problem was raised by one of the boys on the committee. After some discussion in which the boys took the lead, the group proposed that, since smoking seemed to affect the boys to a greater extent than the girls, there should be discussions in separate meetings. With the aid of the student representatives, these meetings were carried on. Pupils talked freely in both groups and agreed that the practice of

smoking in the lavatories set a bad example to the younger pupils, made the lavatories unpleasant for groups to use, promoted loitering, and lowered morale. Both groups decided to try to stop smoking in the lavatories. The boys requested that the men teachers help them keep this decision. There were some pupils who did not cooperate, but they were talked with by the president of the Student Representative Committee, or by another member, or by a teacher.

Another activity which engaged the committee during 1938-1941, was that of working with the members of the elementary committee on problems and activities which concerned the whole school. One of these was the organizing and carrying out of a Hobby Fair. Another was the establishing of weekly chapel services and patriotic exercises.

These cooperative projects with the two committees served as a valuable means of helping to bring about a more unified program in the school and laid the foundation for the organization of the Pupil Central Committee in 1941-1942.

It is interesting to note that the same influences which were significant as a foundation to the faculty self-study program of 1941-1942, characterized the developments of the elementary and high-school pupil committees, and gave the concept of the worth of the individual reality in practice. Therefore, the pupils were ready to go forward in 1941-1942 with the faculty in the process used in the self-study program. The work of the Pupil Central Committee is an illustration of this parallel development of the democratic process in the student body.

The purposes of the Pupil Central Committee as they had been set up by the sponsors were that the group act as clearing house for problems

referred to it by the elementary committee, the high-school committee, individual pupils and teachers, and pupil and teacher groups. The faculty sponsors had in mind a developing purpose for the committee to observe needs and call attention of other groups to problems. The Central Committee was to be made up of ten members, five from the upper elementary groups and five from the high school. Elementary members were to be chosen by their classes, and high-school members were to be selected from the high-school committee. It was thought that the membership should change in the middle of the year in order to prorate membership. One high school and one elementary pupil were to serve all year. It was also suggested that the committee meet twice a month with the two teachers who were sponsoring the high-school and the elementary committees. The teachers agreed to watch for growth in the committee in the following ways:

- a. development of leadership
- b. development of improved ways of working as a responsible group
- c. development of improved ways of acting as individuals
- d. development of initiative in ability to recognize problems and work toward a solution
- e. development of growth in ability to lead and direct others through work of committee

It was decided that pupils would be asked to contribute to this list after the committee was organized. Some of the ways of recording growth suggested by the faculty sponsors were these:

- a. all teachers will record incidents of progress as they see it among committee members;
- b. committee sponsors will keep records of activities showing growth of committee;
- c. pupil secretary will keep minutes;
- d. committee members will organize written reports of their planning and work.

After the sponsors had presented the plans to the faculty, the pupils were chosen for the Central Committee. The choice of good leaders was not difficult, because in the spring of 1941, all groups had been asked to list the names of pupils in their groups who seemed to be good leaders. At this time, teachers discussed with their groups the qualities necessary for effective leadership. When the time came in the fall to choose Central Committee members, these lists were referred to the groups.

At the first Central Committee meeting, the high-school pupils took the lead in the discussion of the purposes and possibilities of the Central Committee. The group suggested problems and volunteered for certain definite responsibilities. For example, when pupils were asked what they might do between meetings, two of the high-school members suggested that they might begin immediately to investigate some of the problems which the group had set up. Volunteers offered to take the responsibility for investigating certain of these problems. One high-school and one elementary pupil volunteered to canvass the pupils for their wishes about continuing the Flag Raising and Morning Worship services which had been begun during the previous spring. Two other pupils, one from the high school and one from the elementary group, volunteered to work out a plan for labeling rooms with the help of the art and shop teachers. There were other pairs who were going to work on a seating chart for assemblies and on displays in the show cases in the lobby. The group agreed with the faculty sponsors that the more pupils outside of the committee who could be called upon to help with the problems, the more successfully these problems would be met, and the greater would be interest in the work of the committee. Each pair, then, suggested calling on other pupils to help

with these investigations.

Thus began the functioning of the Central Committee. It is evident that the initiative was taken by the sponsors, but that there was interest among the members of the group. It is also evident that the pupils had been well-selected; they were thoughtful, cooperative, and eager. Beginning with specific and definite jobs was a way to use the interest and zeal and also a test of how well the members of the group would accept their responsibilities.

During the two weeks' interval before the next committee meeting, the pupils worked at their tasks. Signs appeared on the doors; the show cases were re-arranged and changed by several different groups from both elementary and high-school levels; three boys were busy planning an auditorium seating chart; and home-room groups were asked to express their ideas about the Flag Raising and Morning Worship services. Many pupils and groups outside of the Central Committee were busy. Yet all of the jobs undertaken were not carried to a successful completion immediately. The pressure of time entered into the program of the Central Committee and impeded progress somewhat. It was difficult, too, for the high-school members whose schedules were not so flexible as those of the elementary pupils to arrange conferences and work periods with the elementary members with whom they were sharing responsibilities. Another difficulty which was recognized by the committee was the need of becoming a vital contributing factor in the school in order to secure recognition and cooperation from all pupils and teachers.

In the light of this recognized need, the committee members made two proposals. First, they suggested an increase in membership in order



to extend the opportunities for serving on the committee to a greater number of pupils who, in turn, could aid more effectively than a few members in keeping other pupils informed concerning the work of the committee. Second, the committee members expressed an interest in working on a problem which would be a significant undertaking for the whole school. They felt that success in something important would help them gain the respect, confidence, and cooperation of students and faculty.

Although these were hopeful indications of growth in the Central Committee, they were not attacked or followed up by the pupils until the sponsors took the lead. Several activities, which were proposed by teachers, engaged the committee. Finally, an opportunity for the Central Committee to render a real service came when the faculty proposed that the committee take the lead in the School Defense Savings Program. The main work of the committee centered in establishing a Savings Bank successfully planned and executed with the help of all school pupils. This was an opportunity for the committee members to present the idea to the various grade groups, lead them in discussions, and act as a clearing house for suggestions. Suggestions concerning who should build the bank, who should operate it, where it should be located, when it should be open, and how parents and teachers might help with it were compiled and acted upon by the Central Committee. On the day which marked the formal opening of the bank, the committee sponsored an assembly program in which a citizen, a school patron, a high-school pupil, an elementary pupil, all the pupil bankers, the teacher advisors for the pupil bankers, and the school band participated.

The work on the establishing of the bank brought the Central

Committee before the whole school and gave the members contacts with the Local Defense Savings Committee of the city. During the work, the committee asked again for more members. Two members from the high school were added. It is interesting to note that several weeks after the bank got in operation, one member of the committee suggested to one of the sponsors that the high-school pupils were not patronizing the bank so well as the elementary pupils. She thought something should be done. The sponsor suggested that this pupil take the initiative and do whatever she thought best. At the next meeting of the high-school committee, the pupil urged the members to remind their class groups to patronize the bank.

At the close of the school term, the Central Committee sponsored an assembly for the purpose of reviewing the Defense Work done in the school and of urging that pupils continue their war savings through the summer months.

At the next Central Committee meeting, pupils asked, "What are we going to do next?" A new member was invited by the high-school sponsor, and one of the pupils suggested the addition of another new member. At this time, a chairman was chosen. The elementary sponsor offered the possibility of the committee's working on nutrition in the school. A discussion of this brought out the necessity for the committee's getting help from experts in the community. Several jobs were suggested such as, recording overweight and underweight pupils, watching the sale of foods in the cafeteria, gathering data on nutrition, asking the science and the home economics teachers to cooperate by studying the problem in their classes, asking the physical education teachers to cooperate, inviting experts to talk at the school, investigating possibilities for moving

pictures on the subject, and asking the librarian to arrange an exhibit of books on nutrition. The pupils and sponsors volunteered for these suggested jobs.

Several of these jobs were carried through, but circumstances and the pressure of time prevented the Central Committee from continuing its activities for the last few weeks of the regular session. There was little or no opportunity for summarizing with the group the work done during the year nor for looking ahead with the committee toward a continuation of work in the fall of 1942.

The committee sponsors reviewed the activities of the committee to the faculty at one of the last faculty meetings and with the help of the faculty discussed future possibilities for working with a similar type of committee. Many suggestions were offered concerning kinds of responsibilities which the group might accept and share with other pupils as well with the faculty groups. Suggestions were also made concerning the continuation of the way of working together which had characterized the development of the Central Committee.

Evidences of growth in the pupil committee work for 1941-42 may be summarized as follows:

1. Pupils learned the value of the contributions of other pupils and teachers and requested that other pupils be added to the committee from time to time.
2. Pupils learned that planning and sharing with the entire student body brings about more effective solutions to problems and insures greater cooperation in experiments and undertakings.
3. Pupils were developing in the realization that they have responsibilities which they must recognize and accept as members of the school student body.
4. Pupils learned that there are problems pertinent to the whole school which can be met most effectively by joint pupil and teacher representation from the elementary and the high-school groups.

5. Pupils have a better understanding of the problems of the different age-level groups.
6. Pupils learned that there are groups and individuals in the community who are willing and helpful when needed by the school.

## CHAPTER VI

### COOPERATIVE PLANNING IN COMMENCEMENT PROGRAMS

"A democratic society has two chief purposes - to promote the common good and to foster the welfare of each individual. It is fitting, therefore, that the American School should be a place where, in a democratic atmosphere, boys and girls can learn to work together for the common good without expectation of any reward other than the satisfaction which comes from service to a cause greater than oneself."<sup>44</sup>

It is the purpose of this chapter to show cooperative planning in the development of commencement programs in the Matthew Whaley School.

Prior to 1931 when the first commencement exercises were held in the new school, outside speakers were the main interest on commencement night. A program which featured an outside speaker offered very little opportunity for the seniors to plan and to work together. The selecting of a good speaker was of primary concern. The selection was made by a committee of seniors with the help of the principal and members of the faculty. Even in making the choice of a speaker the seniors contributed little, because their knowledge of possible speakers was limited. Occasionally, a few members of the class appeared on the program to play, sing, or read some selection. All others sat on the stage as listeners; their only activity was in receiving their diplomas. The newer type of commencement program is planned and presented by the graduates themselves.

Since June 1931, programs have been planned and presented by the graduating classes. Some of the first programs consisted of dramatizations

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<sup>44</sup> Educational Policies Commission, Learning the Ways of Democracy (Washington, D. C., 1940), p. 128.

which portrayed in pageantry the history and prophecy of the class. This kind of program was an improvement over the formal commencement, in that it made the seniors themselves the center of interest and offered an excellent opportunity for the group to plan and work together. Yet, attempts to present the past and future of the class in a dramatic way did not always result in an impressive, dignified, and inspirational culmination of the years spent in school, nor did such a program always present a challenge.

More recent commencement programs have attempted to reflect the ideals of the class and the inspiration which pupils have received from their school experience. These programs have often included groups other than those graduating. The commencement programs of 1941 and 1942 are illustrations of cooperatively planned events.

#### COMMENCEMENT IN 1941

Theme: Through education we learn to live more abundantly.

At a meeting of the high-school faculty in February, the senior class sponsor was asked to discuss commencement programs of previous years. This discussion led to the suggestion which was unanimously approved by members of the faculty that commencement be made a project for the whole school. Although the commencement of 1940 had included groups from the entire school in the final production, these groups had had no part in the planning of the program. This was a recognized weakness, and the faculty wished to guard against its repetition. The faculty proposed:

- (1) that the seniors assume the leadership for the planning of commencement;
- (2) that the seniors develop a theme for a commencement week and a phase of the theme for each day of the week;
- (3) that the seniors share

their ideas with elementary and high school pupils, Parent-Teacher Association, civic organizations in the community, and churches; (4) that these groups be invited to modify the theme and to participate in its development; (5) and that the seniors present a culminating program for the public at the end of the week.

With these suggestions from the high-school faculty, the senior sponsor interviewed two elementary teachers who were interested in the ideas. They suggested that the main theme decided on by the seniors be submitted to elementary teachers in order that they might talk it over with their pupils who, in turn, might list for the seniors their ideas relating to the theme. These two teachers volunteered to discuss the general idea of the whole-school commencement with the elementary faculty. This was done, and after it, the Principal called a meeting of the faculty at which the following ideas were expressed:

1. It is necessary to lead up to commencement by having several coordinating activities for the whole school.
2. The senior class should take the lead.
3. The high-school student council should work on the plan of coordinating programs for the whole school and these ideas should be brought to the elementary pupil committee to be worked out through them in the elementary groups.
4. A faculty committee should be appointed to bring together ideas for the faculty.

The faculty committee, appointed immediately, developed the following plan:

1. That the faculty suggestions be given to the senior class executive committee (comprised of the class officers) after that committee had made its own suggestions concerning commencement.
2. That the student council sponsor introduce to that group the idea of working on programs for the whole school and list suggestions made by the council members.
3. That these suggestions be given to the elementary pupil committee sponsor for discussion in that group.

4. That a meeting be held as soon as possible of the senior class executive committee and their sponsors.
5. That a meeting of the whole faculty be held to discuss progress to date.

These recommendations were carried out. In the preliminary meetings with the senior class executive committee, the sponsors reviewed the purposes of commencement, the qualities of a significant commencement program, previous commencement programs in the Matthew Whaley School, and the idea of the whole-school commencement. The committee attacked the problem of their own commencement sincerely and earnestly. They discussed ideas for a theme, but they were not satisfied with their own thinking. They suggested that the question be brought into their social studies and language arts classes and discussed in great detail, with the help of the teachers of these two classes. Pupil secretaries kept records of these discussions, and these records were submitted to the executive committee for compilation and aid in evolving a theme.

At one time in a class discussion, several of the most prominent leaders in the group became discouraged at the seemingly slow progress on the commencement planning. They expressed the idea that there was not very much use in bothering to have any commencement. This became a major concern to the class president, who had the responsibility for leading all discussions. In spite of his efforts to minimize this opposition, the voices continued to rise in protest. The teacher then took an active part in the discussions. She was sympathetic with those who were growing discouraged, but she pointed out the values of commencement. She said that, when some pupils continued to question the reasons for having commencement, it was best to answer the question as many times as was necessary and then



assume that the group wished to do the best job possible. She discouraged discussion on whether or not the group would have a commencement program.

In spite of her attitude in the class, the teacher was aware of the need of encouragement. With the help of the social studies and language arts teachers, she organized the many ideas of the group into four possible themes. These were written on the board at the next meeting of the executive committee. When the pupils saw their ideas in definite form, their interest was obvious in the enthusiastic discussion which they carried on. One of the four suggested themes was accepted and the committee members assigned themselves to list possible sub-divisions of the theme which could be used through a commencement week for any school and community groups who wished to participate in the activities of the week.

The suggested sub-divisions were compiled by the committee and these together with the theme were presented to the class for modifications and approval. The class discussion resulted in the following accepted ideas:

#### TOWARD A COMMENCEMENT THEME

##### THROUGH EDUCATION WE MAY LEARN TO LIVE MORE ABUNDANTLY

1. Education is not only intellectual growth; it is also moral, physical, and spiritual growth.
2. Education is a continuous and widespread process; it comes not only from the school but also from every community organization.
3. Through the school as a part of our environment, we learn to cooperate and thus to form a better society.
4. The knowledge and skills in certain fields which we obtain at school help us to become self-supporting.
5. We can discover, through education, our individual and group talents, and to use them to the best advantage.
6. We learn through education to use our leisure time wisely.

After the acceptance by the class of the proposed theme, the executive

committee organized a plan for the development of the theme throughout the school. Mimeographed copies of the plan were distributed by representatives of the senior class to the faculty, high-school and elementary pupil committees, the Parent-Teacher Association, a committee of citizens who with the principal formed a Lay Committee for the school, Rotary Club, Lions Club, American Association of University Women, and the student teacher group at the College of William and Mary. These groups discussed the plan with the seniors who explained it to them. The plan is presented in the following outline:

Recommended Plan of Executive Committee

- I. That the theme of the Commencement be -- Through education we are able to live more abundantly.
- II. That the week preceding Graduation Night be Commencement Week.
- III. That the whole school be invited to think with the Seniors during this Commencement Week by following the process listed below:
  - a. Copies of the theme with its sub-topics be submitted to the Faculty, High School Student Representative Committee, Elementary Committee, Before entire assembled school.
  - b. That these groups lead student body to use the theme and sub-topics in any way during Commencement Week which they see to be most worthwhile.

Examples: Some groups may discuss the topics each day. Other groups may have programs for their own classes developing certain phases of the topics. Still other groups may prepare assembly programs to be presented before entire student body.

(Note - Representatives of the Senior Class would plan with the above mentioned groups in order to make the Commencement Week really worthwhile.)

- IV. That certain educational organizations in the community be invited to think with the Seniors during this Commencement Week. (The P.T.A. and the churches are suggested.) The plan might be as follows:

- a. Representatives of these groups might be invited to a meeting at the school at which time members of the Senior Class would invite their taking part in this Commencement Week in any way which seemed appropriate for the particular group.

Examples: The P.T.A. might do something for the Seniors to show the interest of parents. Churches might preach sermons centering around some of the phases of the theme.

- V. The Senior Class will select one of the sub-topics and develop it for their own graduation exercises. If other people besides the Seniors are needed in this presentation, the Seniors may feel free to ask for their help. Several suggestions have been made regarding the nature of this program. They are:

- a. That talks be prepared by members of the group.
- b. That the idea of Cooperation or some other sub-topic be developed in a series of still pictures--showing how this idea was presented when Seniors were in kindergarten and continued on up to present time. For this program smaller children might be borrowed to portray the present Seniors when they were young.

While these commencement plans were being made, high-school and elementary pupil committees developed two whole-school programs which became regular weekly events. One was a flag-raising ceremony under the direction of the Scout Troops, and the other was a chapel program sponsored by a small group of pupils from both the elementary and the high-school pupil committees. Attendance at these programs was optional, but the majority of pupils from elementary and high-school classes attended regularly.

Many school and community groups participated in the program during commencement week. They planned with the seniors and, in most instances, the seniors provided the leadership in the carrying out of the plans. Some of the activities included the following programs:

1. A school assembly sponsored by the Parent-Teacher Association with the senior class president in charge of arrangements.

2. A formal banquet for the seniors given by the junior class.
3. Sunday sermons relating to the commencement theme in each of the community churches.
4. An open-house in the evening sponsored by the science, home economics, and Latin departments. A member of the senior executive committee was in charge of arrangements.
5. A Brother-and-Sister day during which seniors visited in the elementary classes to see programs, participate in activities, and lead discussions. A member of the senior class executive committee was in charge of arrangements.
6. An assembly sponsored by the Rotary Club, Lions Club, and American Association of University Women, with a senior presiding.
7. Exhibits during the week in the school lobbies sponsored by the Industrial Arts department, Dramatic Club, Fine Arts Club, and other school organizations.
8. Exhibits in class rooms of work done during the year.

On commencement night, the senior class, with the help of pupils from other classes, presented in a dramatic program the continued emphasis on cooperation from their earliest school experiences through their senior year.

A summary evaluation of this commencement plan reveals the following details:

1. Emphasis was on the process and not on the final outcomes.
2. Initiative was taken by teachers whose leadership in guiding the pupils throughout the development of the plan was obvious.
3. Opportunities for individuals to accept responsibilities and to assume leadership were provided and stimulated by teachers.
4. Group unity was achieved in the senior class, in the activities and planning of the high school and elementary school committees, and in the coordinating activities and planning of the elementary and high school grades.
5. Community resources were used both in planning and in execution of plans.
6. The need for keeping others informed concerning the progress of planning was recognized in the many meetings which were held for this purpose.
7. Throughout the entire process recognition of the worth of the individual is obvious.

#### COMMENCEMENT IN 1942

Theme: Living citizenship in the Matthew Whaley School.

In the spring of 1941, a business man who was a citizen of the community requested permission of the principal of the Matthew Whaley School to take some amateur moving pictures of school activities. This request suggested to the Principal the idea of filming a school moving picture which would typify life in the school. Knowing that such an undertaking would require sponsorship, the Principal presented the idea to the senior class of 1941 as a possibility for their commencement program. Feeling that it was too late in the year to undertake such a large project, the seniors decided against the suggestion. With this decision, the project was temporarily dropped.

The Principal did not abandon the idea completely and in November, after consultation with the sponsor of the new senior class, he presented the suggestion to the class of 1942 and informed them that if they wished to consider the undertaking, he would arrange for the partial financing of the film.

The suggestion came at an opportune time. The seniors had expressed interest in a different kind of commencement. At first, they were slightly overwhelmed by the vastness of the enterprise; but after a detailed discussion, they came to the decision that they should have to investigate the situation. Plans were made accordingly.

Aware that the scope of the investigation would entail complications with which the class as a whole could not cope, they decided that their only solution to the problem would be to elect a Moving Picture Committee to supplement the executive committee of the class. The next step was a conference between the newly-formed Moving Picture Committee and the Principal. As an outgrowth of this conference, there was a

tentative decision to attempt the making of the film. At the same time, the need for outside help became apparent, and letters were written by the class secretary to other schools where similar moving pictures had been made. Pamphlets and books on the subject were obtained and studied by the committee. Two representatives from the Audio-Visual branch of the State Department of Education came to Williamsburg in order to confer with the committee about processes and technicalities involved in making a moving picture.

Reports of the research done by the committee were given to the class who voted to sponsor the making of a picture depicting life in the school. Thereupon, the moving picture committee met with the faculty in order to determine their responses to the undertaking. The faculty questioned the advisability of attempting such a vast project which they felt would present problems which the seniors might not foresee and with which they might not be able to cope. The senior moving picture committee presented a detailed account of their investigation and research, and convinced the faculty of the possibility of making the picture. The faculty voted approval, and pledged support and cooperation.

Once this ground work had been laid, the senior class began the actual construction of the picture. Many problems were apparent, but the foremost was the recognition of the fact that in order to film life in the school, the seniors must be aware of all the situations current in the life in the school. To this end, various members of the class observed activities throughout the school, but they seemed to sense that the activities in themselves had little meaning unless the purposes of the activities were known. This observation resulted in the listing of

the aims of the school as they were ascertained by the seniors in the light of the activities which they had seen. This study was carried on in the language arts class in which the aims were compiled in a report for the faculty. Each teacher was asked to discuss with her class "What my grade had done for me." Records of these discussions were given to the senior committee who compiled them for the class. It was obvious from the reports that each of the eleven grades had similar goals in view. From these goals the theme of the moving picture was derived; i.e., Living Citizenship in the Matthew Whaley School.

After the selection of the theme, the seniors developed a plan for presenting it to the school. This was done in an assembly program sponsored by the seniors. One pupil from each grade reported on "What my grade has done for me." Then, the President of the senior class presented the theme for the moving picture and pointed out how the whole school had participated in evolving the theme.

The moving picture committee, consisting of fifteen members, felt that the committee was too large to function effectively. Of its own accord, the committee divided into two sub-committees; namely, the scenario committee and the scene allocation committee.

The work of these groups entailed the planning of scenes, titles, and pupils who would be in the scenes as well as the planning of a schedule for "shooting". Members of the committees conferred with teachers for help in making these plans.

During the "shooting" of scenes several problems confronted the photographer and members of the moving picture committee who assisted him. The most difficult problem was the need of more film. The senior class

decided to present a play and use the proceeds for the needed film. The delay which was caused by this problem was taken care of by the pre-viewing of the scenes which had been made. This proved to be a valuable experience. Problems in lighting, grouping, motion, and titles were noted and plans were made for improvements in the next "shooting" and for some "re-takes".

When the picture was complete, the seniors wrote a script which was read by one of their group during the showing of the film on commencement night. The script gave explanations of scenes which could not be pointed out in the brief titles for those scenes.

In anticipation of questions concerning the teaching of fundamental skills, the faculty suggested that a few "shots" be made of graphs showing the national standing of Matthew Whaley pupils in these skills based on a series of standardized tests. This suggestion was followed.

A summary evaluation of the 1942 commencement reveals the following values:

1. A citizen of the community was interested in the school to the extent that he gave his time and talent toward photographing the moving pictures.
2. Initiative and leadership were obvious in the activities of the senior class.
3. Group unity was achieved in the senior class, in other school classes, and in the elementary and high school units.
4. The need for keeping others informed concerning the progress of planning was recognized in the meetings with faculty, interviews with individual classes, and the school assembly.
5. The need for specialized help was recognized in the contacts made with other schools and with the state department of education.
6. Emphasis was on the process involved rather than on the finished product.



## CHAPTER VII

### CONCLUSIONS

"The basic word in evaluation is value. Value means to prize or to esteem something. To prize anything means to appraise or evaluate its worth in relation to some purpose, or need, or goal. To evaluate, then, means to weigh any goods, object, idea, meaning, habit, for service in achieving some end in view. If the object promises much in achieving the purpose, it is highly prized or esteemed. If it appears to have only limited relationship to the purpose, it may be entirely rejected. Eventually all promise must meet the pragmatic test of operational use."<sup>45</sup>

The purpose of this study was to analyze the philosophy of the Matthew Whaley School in Williamsburg, Virginia in order to investigate the values inherent in the philosophy of the school, and the extent to which the application of these values contributes to an adequately functioning philosophy.

At the conclusion of chapter 2, the investigator set up the criteria for analyzing the philosophy of the school and for appraising certain practices in the school curriculum. These criteria were the twelve "hallmarks" of democratic education outlined by the Educational Policies Commission and the levels of cooperation discussed by Hopkins in his analysis of cooperative social action. In the following paragraphs, it will be evident that the investigator has checked philosophy and procedures against these criteria.

Data used in the study were taken from records of faculty and pupil activities from 1930 to 1944. From these records three illustrations of

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<sup>45</sup> L. Thomas Hopkins, Interaction: The Democratic Process (Boston, 1941), p. 379.

faculty studies, pupil organization, and joint faculty-pupil activities were selected to show the interaction between the philosophy of the school and the application of the philosophy in practice. Careful analyses of these illustrations will support the following conclusions:

1. The Matthew Whaley School has a philosophy based on a high sense of values.
2. Matthew Whaley believes that the essentials of the democratic spirit are the essentials of education.
3. Matthew Whaley attempts to meet efficiently the problems of purpose, procedure, and personnel.
4. Matthew Whaley has interaction between philosophy and practice, but this interaction is not continuous.

The values which are inherent in the philosophy of the school are as follows:

- a. Belief in the concept of democracy.
- b. Belief in the concept of democracy as the purpose of the school.
- c. Belief in the type of philosophy which is based upon critical appraisal of practices, beliefs, values, ideas, and existing ways of doing things and which provides for continuous evaluation of the practices of the school.

Evidence of these values may be seen in the purpose for which the school was established, in the procedures used in planning the school, in the goals of the high-school department as they are listed in the second Matthew Whaley Bulletin, and in the purposes and procedures of faculty-pupil activities.

In support of the second conclusion, i.e., Matthew Whaley believes that the essentials of the democratic spirit are the essentials of education, the following evidence is offered:

a. The school curriculum has the welfare of all as its central purpose. This purpose is apparent in the opportunities for growth of both pupils and teachers which are provided in the curriculum.

b. The school curriculum respects the rights of all. Both pupils and teachers are encouraged to take advantage of their rights as members of the school group. Chapters 4, 5, and 6 give evidence of opportunities given to teachers and pupils to express opinions, offer suggestions, set up purposes, plan for developing purposes, and make decisions.

c. In order to make it possible for all to enjoy their rights and liberties, constant guidance is provided in order that no infringement of these liberties take place. The study of faculty organization in chapter 4 frequently refers to the help given by the principal, the supervisory staff, members of the Department of Education at the College, and specialists from the Commission on Teacher Education. Guidance is likewise obvious in the discussions of pupil organization and commencement programs where teacher guidance was constant.

d. The school urges cooperative sharing in the formulating of policies and determining of purposes. The planning of the school by the Department of Education at the College with a group of interested citizens from the community and the help of teachers in planning the building itself are evidence from the early history of the school in support of cooperative sharing. This belief persists in the activities of pupils and teachers, and reaches a high point in chapter 6 which concerns commencement planning by the school and the community.

e. Democratic methods are used. The fact that each illustration in the thesis shows emphasis on the way things are done rather than on the

results is evidence of the effort to consider the individuals involved in lieu of ends achieved. The excerpts from the first high-school bulletin which are given in chapter 4 give some indication of the use of democratic methods in classes; the faculty self-appraisal study also in chapter 4 shows the use of democratic methods in the administration of the school; and the analyses of pupil committee work in chapter 5 and the commencement programs in chapter 6 reveal efforts toward the highest type of democratic cooperative planning.

f. Matthew Whaley makes efficient use of personnel. In order to utilize the talents of individual teachers for the good of the school program, the Principal devised ways of discovering these talents. Chapter 4 presents a discussion of these techniques used by the principal and of the ways in which talents of teachers were used in the curriculum. When the faculty began the self-study program, which is described in chapter 4, the supervisory staff reorganized in order to be of greater help to the school as a whole. During this self-study program help was sought from specialists in the Commission on Teacher Education. Likewise, particular talents and abilities of people in the community were used in planning the school and in helping with commencement activities.

g. Teachers and pupils are given experiences which indicate to them that positions of leadership carry certain responsibilities and that these responsibilities mean that those who have them must constantly account to the group their progress. Two of the chief illustrations of the responsibilities of leaders are described in the faculty self-study program in chapter 4 and in the commencement programs in chapter 6. In both of these discussions, committees were organized and charged with

certain responsibilities. They were called upon from time to time to report their progress to the whole group. These responsibilities of committees were accepted conscientiously. Proof of this fact is obvious in the frustration felt by committees which were hindered on account of the pressure of time.<sup>46</sup>

h. Matthew Whaley tries to make it clear that changes can be made in orderly and peaceful fashion by democratic methods. Chapters 4 and 5 contain two significant illustrations of these efforts. Changes in faculty organization which are discussed in chapter 4 include the merging of the elementary and high-school faculties for the purpose of facing a common problem. The reorganization which was necessary was shared by the administration and the faculty. Although individuals of both of these groups were aware of their privileges and responsibilities in effecting this reorganization, leadership was not assumed until the Principal and the supervisory staff took the initiative. The study of the development of the elementary and the high-school pupil committees reveals similar conditions. When changes were considered, teachers had to assume the responsibility for leadership.<sup>47</sup> Only through an intelligent understanding of the principles of democratic methods and frequent practice in democratic cooperative planning on the part of all members of the faculty and pupil committees could changes be brought about in orderly and peaceful fashion by democratic methods. Efforts in this direction at Matthew Whaley are continuous but, in the opinion of the investigator, success is sometimes weakened by the assumption that the groups and individuals concerned

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46 Chapter 4, p. 46; chapter 5, p. 59.

47 Chapter 5, pp. 60-61.

are ready for action of this type.

i. Flexibility in administration and curriculum indicate efforts to make teachers and pupils free enough to use their intelligence and abilities in ways that seem best for all concerned. Evidence of this is presented in the two bulletins written by the high-school faculty, discussed in chapter 4. The goals of the high-school division show the belief of the administration and the faculty in the development of individuals to the maximum of their abilities.<sup>48</sup> Faculty and pupil organization show this belief in practice.

j. Matthew Whaley provides through experiences in classes and activities opportunities to learn principles of democracy. Much has been said in the thesis concerning opportunities to practice principles of democracy in activities. Since the investigator did not purpose to include class room procedures in this study, little mention is made of the opportunities to learn principles of democracy in classes. This does not mean that these opportunities are neglected in classes.

k. Understanding and self-discipline in place of authoritative control encourages spirit of willingness and helpfulness rather than blind obedience or active rebellion. The discussion of the 1941 commencement illustrates this point.<sup>49</sup> Those in the group who questioned the reasons for having a commencement program, to the extent that they were arousing others in the group, might have succeeded in undermining the principles which the class was striving to express. Under the sympathetic guidance

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<sup>48</sup> Chapter 4, p. 40.

<sup>49</sup> Chapter 6, p. 67.

of the teacher, the pupils were led to reach an understanding. There was no rebellion; there was no blind obedience. Teacher-control was used in an emergency to save the principles for which the group stood.

In support of the third conclusion, i.e., Matthew Whaley attempts to meet efficiently the problems of purpose, procedure, and personnel, the following evidence is offered:

a. Illustrations from commencement planning discussed in chapter 6 indicate efforts to enable individuals who comprised the groups to find their welfare represented in the purposes of the groups.

b. The faculty self-study program presented in chapter 4 reveals provision for criticism and evaluation of procedures by the individuals who have responsibilities for carrying out these procedures as well as by those who view them from an administrative point of view. This is also evident in the pupil committee work discussed in chapter 5. In few instances will the reader find provisions for making criticism and evaluation of procedures a continuous process. In the opinion of the investigator, this is a recognized weakness. For example, the previously mentioned faculty self-study program provides for the on-going of the study for the years 1940 through 1943, but beyond that point no provisions were made. The fact that the Pupil Central Committee discussed in chapter 5 reached the end of the year without summarizing its work and without setting up plans for continuing its work the following year presents a similar weakness.<sup>50</sup>

One of the best illustrations of efforts toward providing for the continuation of valuable procedures is discussed in the work of the

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<sup>50</sup> There has been no Central Committee since this time.

elementary pupil committee found in chapter 5.<sup>51</sup>

It is the opinion of the investigator that there is need for more adequate organization in order that individuals will assume responsibility for continuing valuable procedures. Teacher contracts terminate at the close of each school year. Unless plans are made before the close of a school year for the continuation of certain teacher responsibilities, teachers are hesitant to resume these responsibilities the next year.

The same problem exists in pupil organizations. Unless plans are set up before the close of the school year for the continuation of significant practices under the leadership of pupil groups, these practices will fail to "carry over".<sup>52</sup>

c. Matthew Whaley supports the idea of "education involves careful study of each individual's potentialities, complete development of his abilities, and provision for free communication of ideas between him and his fellows." Evidence of this fact may be found in chapters 4, 5, and 6. When the committees were set up in the faculty self-study program, teacher interests and abilities were considered to the extent that teachers selected the areas in which they wished to work. Suggestions from teachers concerning ways of planning the self-study program were followed. For example, the half-day of school which was requested by

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51 Chapter 5, pp. 51, 53.

52 An illustration which does not appear in the thesis but which is illustrative of this point is the Pupil Hall Committee which was organized as a sub-committee of the High School Pupil Committee. The purpose of this Hall Committee was to improve conditions in the school halls. Each year a new committee is organized and until the committee functions, conditions in the halls are very negligible. Each year an entirely new plan is developed and just about the time that the plan becomes effective, the school year closes. No provision is made for a continuation of the plan the following year.



teachers was granted for such planning. The pupil committees discussed in chapter 5 reflect efforts to meet efficiently problems in personnel. The organization of the high school committee came about as a means toward helping pupils in the solution of their problems. The constant adding of members to the Central Committee indicates the desire to provide the committee with the abilities of more pupils and to provide opportunities to serve on the committee to a number of pupils. The interests and abilities of the two teachers who sponsored the elementary and high school pupil committees were utilized when these two teachers became sponsors of the Central Committee. The discussions of the commencement programs in chapter 6 reveal the fact that in planning and carrying out these programs help was sought from various teachers, pupil groups, and people from the community.

In support of the fourth conclusion, i.e., Matthew Whaley has interaction between philosophy and practice, but this interaction is not continuous, the following evidence is offered:

From the preceding conclusions and the illustrations in the body of the thesis, it is obvious that critical appraising of practices has become a habit at Matthew Whaley. It is evident that through faculty organization provision is made to encourage constant study, criticism, and evaluation of school practices. In the light of this fact, practices have been modified, but revisions in the philosophy have not been stated.<sup>53</sup>

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<sup>53</sup> As a result of the study made by the Records and Report Committee during the faculty self-study program, pupil report cards were modified. The changes which were made in the types of Commencement Programs is another indication of modification of certain practices. A third example is that of the organization of a Pupil Central Committee in order to help in unifying the elementary and high school divisions of the school.

It is no doubt true that the philosophy of individuals on the staff has been revised, but the faculty members have not come together to agree on revisions of the philosophy of the school. This would tend to indicate that the interaction between philosophy and practice at Matthew Whaley is not continuous. Therefore, the investigator questions the extent to which better practices are developing to modify the philosophy.

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