

August, 1958

To the Graduate Council:

I am submitting herewith a thesis written by Ishmael P. Utley entitled "A Theoretical Competency Pattern for Elementary Teachers." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.

A. M. Whiston
Major Professor

We have read this thesis and
recommend its acceptance:

E. M. Hume
W. B. Hays
E. S. Christensen
Alberta Lowe

Accepted for the Council:

Hubert Christensen
Dean of the Graduate School

A THEORETICAL COMPETENCY
PATTERN FOR ELEMENTARY TEACHERS

A THESIS

Submitted to
The Graduate Council
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Doctor of Education

by
Ishmael F. Utley
August 1958

ACKNOWLEDGMENTS

A research project is not by any means successfully completed by the might of the investigator's power. Instead, a finished study is the product of interactions with many persons and, in the case of this particular research effort, an extension of and a supplement to concepts previously established by numerous educators. With these statements to serve as a background, the writer wishes to express his deep appreciation to the people who have made this study possible through contribution of their time and giving their encouragement.

Special thanks are extended to Dr. A. M. Johnston, Professor of Education, for graciously assuming the chairmanship of the sponsoring committee. Dr. Johnston gave immeasurable assistance, careful guidance, and contributed his time unsparingly during the period of this investigation. Appreciation is expressed to Dr. Martin E. Little, former chairman of the advisory committee, for his aid in the first stages of defining the problem. The writer is greatly indebted to other members of his advisory committee: Dr. Alberta Lowe, Dr. Earl M. Ramer, Dr. Orin B. Graff, and Dr. Edward S. Christenbury.

Lastly, the writer is deeply grateful to his wife, Catherine, and daughter, Yvonne, for their continued patience, enthusiasm, and encouragement while this study was in progress.

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CHAPTER I

THE PROBLEM

The major concern of this study is the identification of competencies necessary for successful teaching in the elementary schools. It is proposed in this investigation to perform the following tasks:

1. To describe the competencies needed by elementary teachers for quality job performance.
2. To assemble these competencies into a behavior pattern that will reveal the job of elementary teachers in entirety, as reflected in the elements and element relationships which make up a useful Competency Pattern.

Sub-problems

An analysis of the major problem area reveals certain subsidiary problems. The writer proposes to:

1. Describe the Competency Pattern Concept.
2. Delineate the premises necessary for postulating the functions of elementary teachers.
3. Analyze the job of elementary teachers for the purpose of determining the critical tasks.
4. Characterize the job of elementary teachers in terms of behavior relative to critical task performance.
5. Determine the personal equipment (special know-how) needed by elementary teachers in performing the tasks involved

in their job.

Need for the Study

Educators have been conscious of the problems involved in "teacher competence" from the beginning of the American educational system up to the present day. Considerable effort has been expended toward the solution of this problem. Historically the competence of elementary teachers was assayed in terms of instruction and keeping discipline as these job tasks related to the major goal of education, i.e., to teach children to believe and act as Christians.¹ As the school curriculum expanded with the result of increasing the complexity of the teacher's job, rating scales were developed in order that school administrators and supervisors might evaluate teacher competency objectively and so that teachers might improve themselves through self-rating. An example of such a rating guide is the scale developed by Rugg.² Teacher competence was also depicted by the listing of traits and abilities such as the following introduced by Charters and Waples:

¹R. Freeman Butts and Lawrence A. Cremin, A History of Education in American Culture (New York: Henry Holt and Company, 1953), p. 120.

²H. O. Rugg, "Self-Improvement of Teachers Through Self-Rating: A New Scale of Rating Teachers' Efficiency," The Elementary School Journal, 20:670-684, May 1920.

Adaptability, attractive personal appearance, breadth of interest, carefulness, considerateness, cooperation, dependability, enthusiasm, fluency, forcefulness, good judgment, health, honesty, industry, leadership, magnetism, neatness, open-mindedness, originality, progressiveness, promptness, refinement, scholarship, self-control, and thrift.³

Concern has been manifested relative to the subject of teacher competence in recent years. To illustrate, the Teacher Education and Certification Guide to Study⁴ provided direction for a statewide study of teacher competencies and certification in Tennessee. Such action has been implemented by a tentative statement of competencies for teachers developed in the Belmont Conference.⁵ A booklet, Measure of a Good Teacher,⁶ represents another recent effort to produce a valid yardstick for the measuring of teacher competency. However, in spite of the fact that numerous studies have been executed pertaining to competence in teaching, apparently none of these numerous studies have

³Werrett W. Charters and Douglas Waples, The Commonwealth Teacher Training Study (Chicago: The University of Chicago Press, 1929), p. 18.

⁴Advisory Council on Teacher Education and Certification, Tennessee State Board of Education, Teacher Education and Certification, Guide to Study (Nashville: State Department of Education, 1951).

⁵"Report of the Committee on General Teacher Competencies" (Unpublished report of the Conference on Teacher Education and Certification, Belmont College, Nashville, July 1952), (mimeographed).

⁶Lucien B. Kinney, Measure of a Good Teacher (San Francisco: The California Teachers Associations, Publishers, 1953).

identified and defined teaching competencies satisfactorily.

In support of this contention Monroe says:

Although the research in this area (teacher competency) has doubtless added materially to our understanding of desirable teacher abilities, traits, and qualities, it is apparent that the identification and definition of teaching competencies is as yet by no means satisfactory. As noted in the beginning, we do not yet have an adequate definition of teaching efficiency and consequently no satisfactory means of measuring this variable. Furthermore, it is possible, if not probable, that many of the assumptions underlying the efforts to identify abilities, traits, and qualities contributing to teaching success are not sound. . . .⁷

There is yet a need then for the identification and definition of competencies needed by teachers. Since the major concern of this study is the identification of competencies needed by elementary teachers, and inasmuch as these competencies are defined in the process of identification, the need for an investigation of this kind becomes apparent. This report then fulfills a basic need for identification of competencies needed by one classification of teachers and can, perhaps, give an initial impetus to research projects relating to other categories of teachers.

Other needs will be met once the competencies needed by elementary teachers have been identified. This study is needed as:

1. A supplement to and extension of other research efforts.

⁷Walter S. Monroe, Editor. Encyclopedia of Educational Research (New York: The Macmillan Company, 1950), pp. 1453-54.

2. A guide in job performance.
3. The evaluation of present teacher practice.
4. The development of individual competency patterns.
5. A manual for the in-service education of elementary teachers.
6. A basis for the certification of elementary teachers.
7. A guide for the organization of programs for educating elementary teachers.
8. A device for merit rating.
9. The examination of value systems.

The remainder of this section will be devoted to an exposition of the above implications for Competency Pattern usage as a means of fulfilling specific needs.

A Supplement to and Extension of Other Research Efforts

There is a need for a study which will extend and supplement other studies that have as their areas of investigation competencies needed by teachers or other positional orders of the educative field. Many studies have been made regarding teacher competence such as the rating guide developed by Rugg,⁸ the Charters and Waples⁹ study, and the Teacher Edu-

⁸Rugg, Op. cit.

⁹Charters and Waples, Op. cit.

cation and Certification Guide to Study.¹⁰ A tri-segment approach (theory, job tasks, and know-how) to competency identification was opened up by the Southern States Cooperative Program in Educational Administration¹¹ in connection with discussions on preparation programs for educational administrators. Other applications of this formula have been made by Street¹² to the area of Industrial Arts Education, Savage¹³ to the supervisory role of the elementary school principal, Livesay¹⁴ to the role of the general supervisor, Cleland¹⁵ to the positional responsibilities of the school

¹⁰Teacher Education and Certification Guide to Study, Op. cit.

¹¹Southern States Cooperative Program in Educational Administration, "Tentative Progress Report on Planning for the Study of the Preparation Programs in Educational Administration" (Nashville: SSCPEA, 1952). (Mimeographed)

¹²Calvin M. Street, "The Development of a Competency Pattern with Application to the Area of Industrial Arts Education" (Unpublished Ed.D. thesis, Department of Education, The University of Tennessee, August 1953).

¹³Tom Kent Savage, "A Study of Some of the Competencies Needed by the Elementary School Principal to Supervise Instruction" (Unpublished Ed. D. thesis, Department of Education, The University of Tennessee, August 1953).

¹⁴Herbert Y. Livesay, "A Competency Pattern for the General Supervisor as Expressed in Theory" (Unpublished Ed. D. thesis, Department of Education, The University of Tennessee, March 1955).

¹⁵Kenneth Lynn Cleland, "A Competency Pattern for School Principals" (Unpublished Ed. D. thesis, Department of Education, The University of Tennessee, August 1955).

principals, and Pemberton¹⁶ to the job of the attendance teacher.

The studies which have been cited above, are only a representation of the many studies related to the subject of "competence" that have been executed. Although various methods have been used in the identification and definition of teacher competence, all have made their contribution to this much discussed topic. This investigation should serve as a supplement to these previous studies made regarding teacher competence.

This study will also serve another function by making application of the tri-segment approach opened up by the Southern States Cooperative Program in Educational Administration to the job of elementary teachers. An extension to the other studies which have applied the tri-segment approach to competency identification will be effected with the result of a Competency Pattern being developed to be used as a guide by another classification of the personnel who operate within the educational milieu.

A Guide in Job Performance

This investigation should be useful to elementary

¹⁶Nesby Lee Pemberton, "The Development of a Competency Pattern for the Attendance Teacher" (Unpublished M. S. thesis, Department of Education, The University of Tennessee, August 1954).

teachers as a guide for effective job performance, thus meeting another educational need. Street¹⁷ lends support to this conclusion when he writes that the Competency Pattern shows promise of becoming a useful device to be employed in many areas of human behavior. That such a guide is needed in job performance is given support by the many guides developed for rating teacher efficiency, such as the one developed by the teachers and supervisory personnel of the Republic, Michigan School System.¹⁸

The Competency Pattern for elementary teachers to be developed in this study should perform the following functions as a guide to quality job performance:

1. Assist the elementary teacher in maintaining consistency in the implementation of theory in functional operations.
2. Portray the whole job of elementary teachers which will help the teacher to attain a reasonable degree of thoroughness in job performance.
3. Offer professional security through its display of internal and external consistency.

The functions listed above stand as testimony to just one of the needs for a study of this type.

¹⁷Street, Op. cit., p. 276.

¹⁸W. L. Connor, "A New Method of Rating Teachers," The Journal of Educational Research, I:338-358, May 1920.

The Evaluation of Present Teacher Practice

Educators of all positional orders are constantly searching for an instrument which will measure and appraise current teacher practices. As an example, Cook¹⁹ in the year 1921 developed a rating scale to be used by administrators and supervisors. Many attempts to develop instruments for the purpose of evaluating teacher practice could be cited yet the example given above seems sufficient to point out that there is a definite need for an instrument to be used for the evaluation of teacher practice existing today. The Competency Pattern to be evolved in this investigation is submitted as an organ of evaluation which will meet this need because:

1. The latest research relating to the job of elementary teachers will be examined which should reflect current teacher practice in American society.

2. A blueprint of the job of elementary teachers will be developed based on recent research efforts as related to teacher competency and modern theoretical considerations.

Thus a portrayal of the elementary teachers job as it should be performed in modern day society will provide an instrument for the elementary teacher to use in evaluating the

¹⁹William A. Cook, "Uniform Standards for Judging Teachers in South Dakota," Educational Administration and Supervision, 7:1-11, January 1921.

activities that he performs on the job. This instrument will be equally useful for elementary principals, supervisors, and superintendents for the evaluation of the present practice of elementary teachers.

The Development of Individual competency patterns

A frame of reference is needed by elementary teachers to be used as a guideline in developing their individual behavior patterns. The conceptual understandings inherent in the Competency Pattern for elementary teachers that is to be unfolded herein are advanced as a guide for the development of individual competency patterns by teachers of elementary schools. This does not imply that the Competency Pattern developed in this study is characterized by rigidity; instead this behavior pattern encourages change based on new and better knowledges and skills. Individual competency patterns can aid in the refinement of the Competency Pattern for elementary teachers. As teachers develop their individual competency pattern while performing their jobs, new knowledges and skills will be found. The individual competency patterns with their concomitant improved knowledges and skills can be incorporated into the Competency Pattern as applied to the general job area of teaching in the elementary school, thus producing a better blueprint of the elementary teacher. Monroe concludes:

. . . efforts in this area should be directed toward identifying those teacher abilities, traits, and qualities which make for a high level of

effectiveness for different purposes, persons, and situations. After such identifications have been made it may be possible to find patterns of abilities, traits, and qualities which have high correlations with teaching success in a number of teaching situations.²⁰

A Manual for In-Service Education Programs

A major objective of all in-service education programs is the improvement of instruction and one means of improving instruction is providing opportunities for teachers to become more competent in job performance. The proposal is made that the Competency Pattern to be developed in this study will adequately serve the function of and meet the need for a manual for in-service education programs. Through cooperative study programs pertaining to such topics as pupil needs, a philosophy of education, and democratic practices in teaching and curriculum revisions while using the method of the Competency Pattern Concept, an improved instructional program will result and possibly some changes in the elementary curriculum.

It is a contention of this study that usage of the conceptual understandings inherent in the Competency Pattern will cause teachers to change, i.e., change in the sense that instructional improvement will become a reality. In view of this statement the use of the Competency Pattern as

²⁰Monroe, Op. cit., p. 1454.

a manual for in-service education programs definitely fulfills a pressing need in the educational program.

A Guide for the Organization of Programs for Educating Elementary Teachers

The Competency Pattern developed herein might act as a guide for the organization of programs for educating elementary teachers. Bryant,²¹ in a study of teacher certification in the southern states, recommended that teacher education institutions should assume the responsibility for evaluating teacher competency, and that such competency was to be based upon factors in addition to the completion of the required college courses although a description of teacher competency was not included in his investigation. The University of Tennessee²² along with other teacher education institutions in Tennessee has outlined the competencies sought for all prospective teachers who participate in the core professional educational program. This indicates that some teacher education institutions are giving more attention to organizing their teacher education programs on the basis of the competencies deemed essential for quality job performance. The participants of the Belmont Conference agreed

²¹Hayden C. Bryant, "Criteria for Teacher Certification" (Unpublished Doctoral Dissertation, Department of Education, George Peabody College for Teachers, 1950), p. 256.

²²"Program of Teacher Education" (Unpublished report on the Core Professional Education Program of The University of Tennessee, The University of Tennessee, Knoxville, 1955-56).

that teacher education programs should be constructed on the basis of competencies. They write, "Competencies are basic to the construction of a program of teacher education, for out of a consideration of the competencies come the learning experiences which constitute such a program."²³

The Competency Pattern to be developed herein will provide definite direction for elementary teachers during their period of formal education since:

1. The important teacher tasks that make up the job of elementary teachers are stated.
2. A postulated theory acts as a guideline to the method of task performance.
3. The special know-how necessary for task performance is indicated.

A Basis for the Certification of Elementary Teachers

A study which has as its purpose the identification of the competencies needed by elementary teachers for quality job performance holds the possibility of fulfilling an urgent current need; that of providing a basis for the certification of elementary teachers. Graff and Street lend mutual support to this statement when they write:

. . . the Competency Pattern seems a natural tool to apply to one of the most pressing problems in the

²³Report of the Committee on General Teacher Competencies," Op. cit., p. 16.

whole area of teacher preparation: what kind of evaluation activity will prove an adequate basis for giving teachers certificates, or for renewing and upgrading certificates. As is well known, the certification of teachers is at present almost entirely a matter of the accumulation of a certain number of college credits. Obviously, this is not the most efficient way to provide certification. The Competency Pattern makes possible a better assessment of the things the teacher needs to be able to do to receive a certificate, and also suggests ways and means for evaluating adequate performance of these tasks.²⁴

The Belmont College participants have this to say regarding competencies as a basis for certification, "Competencies are basic to teacher certification because in large part, teachers are to be certified on the basis of acquired competencies."²⁵ The Tennessee State Board of Education has taken official action along similar views regarding competence as a basis for certification.²⁶

A Device for Merit Rating

The need has not yet been fully met for an instrument devised for rating the quality of job performance by elementary teachers, i.e., a device for merit rating. However,

²⁴Orin B. Graff and Calvin M. Street, Improving Competence in Educational Administration (New York: Harper & Brothers, Publishers, 1956), p. 284.

²⁵"Report of the Committee on General Teacher Competencies," Op. cit., p. 16.

²⁶Tennessee State Board of Education, Regulations for Certification of Teachers (Nashville: State Department of Education, 1952).

many attempts have been made to develop an instrument to be used in rating teacher competency (merit). To illustrate some of the previous attempts to devise an instrument to be used for the purpose of merit rating, Giles²⁷ in the year 1922 developed a score card for the purpose of aiding educational administrators and supervisors rate teacher efficiency. In the same year, the Duluth School System²⁸ developed a rating guide to be used for rewarding or releasing teachers on the basis of the supervisor's estimate of a teacher's competence. Later, in 1945, the General Assembly of North Carolina²⁹ authorized an intensive study to be executed relative to the subject of merit rating. Although this study was duly executed it was never put into operation in North Carolina for reasons unknown to the writer.

It is conceivable that the Competency Pattern to be developed in this report will be an excellent tool to be applied and utilized as an instrument for the merit rating of

²⁷J. T. Giles, "A Recitation Score Card and Standards," The Elementary School Journal, 23:25-36, September 1922.

²⁸John L. Bracken, "The Duluth System for Rating Teachers," The Elementary School Journal, 23:110-119, October 1922.

²⁹The General Assembly of North Carolina, Report of the Commission on Merit Rating of Teachers (Raleigh: The General Assembly of North Carolina, 1945).

elementary teachers since:

1. The Competency Pattern portrays the whole job of elementary teachers.
2. The Competency Pattern furnishes a theory to be used as a frame of reference in job performance.
3. The Competency Pattern indicates the know-how deemed essential for job performance.

The Examination of Value Systems

A device or instrument is needed that will aid elementary teachers to examine the value framework so as to align their operational beliefs with the social basis of democratic society and to attain consistency between their operational beliefs and their behavior. The Competency Pattern Concept is a prime tool for the examination and improvement of theory.

Because democratic society is in a constant state of change, philosophical theories should also be tested and revised in order to keep up with modern living. The elementary teacher should also examine his value system, then test and reconstruct his value framework if a need is indicated. When this is done, teaching methods will be aligned with the social basis upon which they operate. In connection with this concept Graff and Street state:

The need is for more people to be using philosophy--theorizing about the things they do--and working out with others general theoretical agreements regarding the social bases upon which they will operate.³⁰

³⁰Graff and Street, Op. cit., p. 288.

A workable theory is needed by elementary teachers to act as a guide maintaining consistency between operational beliefs and behavior. Expediency in job performance is not to be desired since it is impossible to predict an expedient person's actions in different problem situations. Consistency in behavior is an attribute that should be sought by elementary teachers as a means of attaining a higher level of job performance and this consistency can only be obtained by alignment of beliefs and action. In order that the juxtaposition of operational beliefs and behavior may become a reality the elementary teacher must engage in constant examination of his value framework.

Summary

The fact was emphasized that the identification and definition of teacher competencies has not as yet been satisfactory. Since this study is concerned with the identification of the competencies needed by elementary teachers for quality job performance, it was concluded that there is a need for an investigation of this kind. Other reasons why this study is needed were presented which included: first, a supplement to and extension of other research efforts; second, a guide in job performance; third, the evaluation of present teacher practice; fourth, the development of individual competency patterns; fifth, a manual for the in-service education of elementary teachers; sixth, a guide for the organization of

programs for educating elementary teachers; seventh, a basis for the certification of elementary teachers; eighth, a device for merit rating; ninth, the examination of value systems.

Related Studies

A cursory examination of the previous section reveals that many studies have been made in an effort to examine teacher competencies. None have made an attempt to pattern competency elements with the exception of the report of the Belmont Conference,³¹ Kinney's³² booklet, and Street's³³ study. The approaches usually employed in the measure of teacher competency are succinctly pointed out by Monroe as follows:

There is no adequate explicit definition of teacher efficiency (competency), but three approaches are apparent in measurement procedures; (a) definitions based upon estimates of traits assumed to function in the teaching act such as drive, considerateness, emotional stability, objectivity, intelligence, and the like; (b) definitions based on appraisals of activities included in teaching such as discovering and defining pupil needs, setting goals, stimulating interest, choosing learning experiences, appraising results, and the like; (c) definitions derived from measures of pupil growth.³⁴

³¹"Report of the Committee on General Teacher Competencies," Op. cit., p. 4.

³²Kinney, Op. cit., p. 4.

³³Street, Op. cit., p. 7.

³⁴Monroe, Op. cit., pp. 1446-47.

There have been, however, some efforts made to pattern elements of competence. These studies will receive brief consideration in a subsequent section (see pages 21-26) of this investigation. Four doctoral studies and one master's study which have used the tri-segment approach to the identification and definition of competencies as applied to different positions within the educational milieu, will be fully treated since this study approaches the subject of teacher competency in terms of an organismic trichotomy.

Some Efforts to Pattern Elements of Competence

Before giving brief consideration to some efforts to pattern elements of competence, attention is again focused on the method of describing competency by the listing of traits and abilities. Such traits as scholarship, honesty, intelligence, industry, carefulness, judgment, and leadership have been used and are still in use today in characterizing a competent teacher. Teacher competency has also been described in terms of abilities such as the ability to communicate effectively, the ability to do critical thinking, and the ability to lead groups. Actually, these abilities are nothing more than traits with the word "ability" added. Barr³⁵ made a study in which he listed the traits of teachers on both

³⁵A. S. Barr, "The Measurement and Prediction of Teaching Efficiency: A Summary of Investigations" The Journal of Experimental Education, 16:220-283, June 1948.

the elementary and secondary level which occurred with a frequency of five or more in 209 rating scales. At the conclusion of the study, 199 traits were recorded. This investigation lends support to the contention that teacher competence is often described in terms of traits and abilities and that the traits used to characterize the competent teacher are numerous.

Although the description of competence through the listing of teacher traits is not by any means an attempt to pattern elements of competence, this method of portraying competency has been presented so that a contrast may be effected between efforts to pattern elements of competence and the characterization of competence by the listing of traits and abilities. The remainder of this section will be devoted to a description of efforts to pattern competency elements which include: (1) Competency as a Constellation of Interacting Factors,³⁶ (2) Richards' Formula,³⁷ (3) The Critical Incident's Technique,³⁸ (4) the Job-Analysis Technique,³⁹ (5) SSCPEA, Tentative Progress Report on Planning

³⁶As described by Street, Op. cit., pp. 63-68.

³⁷As described by John A. McCarthy, Vocational Education: America's Greatest Resource (Chicago: American Technical Society, 1951), pp. 199-208.

³⁸As developed by John C. Flanagan, "The Critical Incident Technique" (Pittsburgh: American Institute for Research and the University of Pittsburgh, 1953), (mimeographed).

³⁹Verne C. Fryklund, Trade and Job Analysis (Milwaukee: Bruce Publishing Company, 1947).

for the Study of Preparation Programs in Educational Administration;⁴⁰ (6) The Report of the Belmont Conference;⁴¹ (7) Kinney's Measure of a Good Teacher;⁴² (8) The Program of Teacher Education of The University of Tennessee.⁴³

Competency as a constellation of interacting factors.
Street⁴⁴ contends that it is possible to conceive of competence as a constellation of interacting factors, i.e., a collection of elements which have a cohesive unity and can be thought of as an entity. The elements are so related to one another that each element is modified and becomes something different because of its position within the total organismic constellation, i.e., competence. The conclusion was reached that although this method of portraying competence by a constellation of interacting factors provides better insights into the nature of competence than that of listing desirable traits and abilities, as a pattern the constellation concept is far from perfect because of the transient nature of its phenomena of rapidly changing relationships.

⁴⁰SSCPEA, "Tentative Progressive Report on Planning for the Study of Preparation Programs in Educational Administration," Op. cit.

⁴¹"Report of the Committee on General Teacher Competencies," Op. cit.

⁴²Kinney, Op. cit.

⁴³"Report of the Core Professional Education Program of The University of Tennessee," Op. cit.

Richards' formula for job success. Taking cognizance of the fact that success of job performance (competence) does not depend upon the single factor of skill, Richards and Charles R. Allen decided to study jobs at the Brighton Mills, Passaic, New Jersey in an effort to ascertain what additional qualities are necessary for quality job performance and from their findings design a training program to produce competent workers. At the conclusion of their study they developed a pseudomathematical formula designed to find and place in perspective the qualitative factors that make up the personal equipment needed for job performance and occupational success. The formula was later revised as a result of the work of Charles R. Allen and his associates in the United States Office of Education. The revised formula was expressed in the following terms:

$$E^OC \ M + I + J + Mo$$

"The formula reads as follows. The personal equipment which an individual needs for job success varies as his possession of skills, technical knowledge, occupational information, judgment and morale."⁴⁵

McCarthy⁴⁶ has proposed expanding the formula by adding the terms (PAD) and (POD). (PAD) is a short method of

⁴⁵McCarthy, Op.cit., p. 202.

⁴⁶Ibid., p. 207.

expressing Problems of American Democracy while (POD) stands for Problems of Occupational Democracy.

The critical incidents technique. The critical incidents technique for determining and evaluating job competence came into existence as a result of World War II with its concomitant need for the efficient use of man power. Due to the press of time, exhaustive testing of the applicant's abilities for the purpose of ascertaining whether he was fitted for a particular job was not feasible. In this plan of determining the individual's competence for specific job performance, behavior is the nucleus around which the critical incidents technique revolves. This technique of detecting competence for the performance of a particular job is based upon the assumption that all jobs have critical and noncritical elements. On the basis of this assumption a critical incident is defined as "one which causes a judgment to be made by an informed observer."⁴⁷ A second assumption is made that between the two extremes of behavior, (critical and noncritical incidents) the process of ascertaining competence for quality job performance can better make use of the critical incidents. The critical incidents technique has provided a useful method for determining the critical incidents (tasks) that comprise a specific job.

Trade and job analysis. The job-analysis technique may

⁴⁷Flanagan, Op. cit., p. 4.

be defined as . . . "the technique by means of which the essential elements of an occupation are identified and listed for instructional purposes."⁴⁸ The heart of this concept can be found in the word operation. All jobs are comprised of tasks that require doing during job performance. The operation (which involves forming, shaping, assembling, or depecting) is a unit of work in a job or task. The central idea of operations is to make sure that the things to be done are listed. Since a task usually requires several operations in combination in the process of its performance, operations can be thought of as being cumulative in nature.

The SSCPEA study. This study was performed by the Southern States Cooperative Program in Educational Administration⁴⁹ in an effort to evolve an adequate definition of administrative competency in public education as a basis for improving institutional preparation programs in educational administration. A tri-segment approach to competency identification was used, i.e., the job-analysis technique was utilized in order to identify the important job tasks, the know-how or personal equipment needed to perform the tasks were identified, and a theory for incorporation into the individuals' value framework and to insure consistent behavior was furnished.

⁴⁸Fryklund, Op. cit., p. 3.

⁴⁹SSCPEA, "Tentative Progress Report on Planning for the Study of Preparation Programs in Educational Administration," Op. cit.

The Belmont Conference report. The report of the committee on general teacher competencies made an attempt to pattern competency elements. Using essentially the same approach to competency identification as that used by the SSCPEA study, this committee defined the elements of a competency pattern as: (1) the critical tasks stated in terms of action; (2) the personal equipment needed for task performance; and (3) the elements of theory necessary to insure consistency in behavior.⁵⁰

The measure of a good teacher. Kinney⁵¹ in his booklet attempted to delineate the factors in teaching competence. The various roles which the general teacher must assume were listed and the critical tasks or functions to be carried out in the performance of this role were presented. Furthermore, the activities for task performance were enumerated. Although this portrayal of teacher competence did not utilize the tri-segment approach, an attempt to pattern competency elements was made, i.e., the teacher role, the job tasks, and the activities necessary for task performance were listed.

The competencies sought for prospective teachers by the University of Tennessee. The University of Tennessee⁵² has summarized the competencies desired for all future

⁵⁰"Report of the Committee on General Teacher Competencies," Op. cit., p. 2.

⁵¹Kinney, Op. cit.

⁵²"Report of the Core Professional Education Program of The University of Tennessee," Op. cit.

teachers (both elementary and secondary teachers included) who take part in the core professional educational program. These competencies were defined and identified in terms of the critical tasks and know-how elements needed by the general teacher for quality job performance.

Studies Utilizing the Competency Pattern Concept

In the previous section some efforts to pattern competency elements have been briefly described. The study made by the Southern States Cooperative Program in Educational Administration⁵³ and the Report of the Belmont Conference⁵⁴ have used a tri-segment approach to the identification and definition of competencies, i.e., theory, critical tasks, and know-how items. Four doctoral studies and one master study have used the Competency Pattern (tri-segment) approach as applied to different positions in the educational field. These studies which are presented in detail, are directly related to this study because:

1. The studies have used a tri-segment approach (Competency Pattern approach) to the identification of competencies.
2. The studies have arranged the competencies identified into a behavior pattern.

⁵³SSCPEA, "Tentative Progress Report on Planning for the Study of Preparation Programs' in Educational Administration," Op. cit.

⁵⁴"Report of the Committee on General Teacher Competencies," Op. cit.

3. The studies have advanced the behavior pattern developed as a tentative working hypothesis.
4. The studies are theoretical in nature since no attempt has been made to evaluate or test the developed Competency Patterns in a field situation.
5. The studies have used the philosophical method in the development of behavior patterns.

Emphasis is given to the relatedness of these studies when cognizance is taken of the fact that this investigation proposes to: (1) use a tri-segment approach to identify the competencies needed by elementary teachers for quality job performance; (2) arrange the identified competencies into a behavior pattern; (3) advance the developed behavior pattern as a working hypothesis; (4) make no attempt to evaluate the developed Competency Pattern for elementary teachers in a field situation; and (5) use the philosophical method in the development of the behavior pattern for elementary teachers.

In the presentation of these studies the writer has a twofold purpose: (1) to give some insight into the Competency Pattern Concept; and (2) to give further direction to this investigation.

The Calvin Street study.⁵⁵ The purpose of this study was to develop a Competency Pattern that would be applicable

⁵⁵Street, Op. cit.

to the area of industrial arts education.

After theoretically depicting the competent industrial arts teacher in terms of the Competency Pattern Concept the following general conclusions were drawn:

1. That competency possesses organismic characteristics, i.e., it is a highly complex structure with its parts so integrated that the relationships of one to another are governed by the nature of the total structure.
2. That competency cannot be adequately described in terms of lists of desirable teacher traits.
3. That in any competency description, theoretical values must be incorporated which will indicate the general nature of desired teacher behavior.
4. That in a usable Competency Pattern, the foundation of theory would furnish the criteria needed to select and evaluate items appropriate to the other two categories, i.e., critical tasks and know-how.
5. That the Competency Pattern shows promise of becoming a useful device to be employed in many areas of human behavior.⁵⁶

⁵⁶Ibid., pp. 270-76.

The Tom Savage study.⁵⁷ The purposes of this study

were:

1. To characterize the competencies needed by the elementary school principal in supervising instruction.
2. To arrange these competencies into a meaningful pattern that will adequately portray the job of the principal in supervising instruction.⁵⁸

A general resume' of Savage's portrayal of the competencies needed by the elementary school principal in supervising instruction is presented at this point.

1. The theory. Assuming that theory is directional to the job of the principal in supervising instruction, Savage developed his foundation of theory in three stages of progression:

- A. Theory of democracy.
- B. Function of public education.
- C. Functions of educational administration.⁵⁹

2. The job. After analyzing the literature bearing on the job of the elementary principal, the key or critical tasks that are integral to successful supervision of instruction were determined. These tasks were consistent with the postulated foundation of theory. The actions of the principal in the performance of these tasks were characterized.

⁵⁷Savage, Op. cit.

⁵⁸Ibid., p. 17.

⁵⁹Ibid., p. 149-151.

The five tasks listed by Savage as being conducive to quality job performance by the elementary principal in supervising instruction are given below.

Formulating the objectives of the curriculum; Determining content and organization; Stimulating the improvement of teaching; Providing instructional materials and resources; and, Evaluating the results of teaching.⁶⁰

3. Basic know-how. The understandings, attitudes, and tools which were deemed applicable to the performance of all the critical tasks have been considered basic know-how. The basic know-how which was judged essential for the elementary principal in supervising instruction was presented in broad areas.

4. Special know-how. Special know-how, as defined by Savage, consisted of understandings, attitudes, and tools required for the effective performance of each of the five hypothesized critical tasks. The special know-how items needed in the performance of each specific critical task were listed.

In his implications for further research, Savage concedes that other research needs to be done in determining the competencies needed by the principal. He further admits that other investigations in this field should not be confined to one segment of the principal's job, e.g., instructional supervision. Also, Savage makes the concession that

⁶⁰Ibid., pp. 152-57.

other studies might be more profitably made without making a distinction between elementary and secondary school principals. Lastly, this researcher contends that research is needed to test the competency pattern for elementary principals in order to determine its workability.

Savage's study admits of one possible fallacy; it does not portray the complete job of the elementary principal (the gestalt) but is restricted to one facet of the job, that of supervising instruction. This investigation took cognizance of the fact, and eradicated this mishap by depicting the competencies needed by elementary teachers relative to their "whole" job as portrayed by the Competency Pattern Concept.

The Herbert Livesay study.⁶¹ The purpose of the study was to develop a theoretical competency pattern for the general supervisor. To accomplish this purpose, Livesay analyzed the major problem area and found that the following supporting problems came into focus:

1. What is the nature of the democratic philosophy of life?
2. What is the function of education in a democratic society?
3. What is the nature of the educational theory most compatible with the democratic philosophy?
4. What kind of function does this educational theory suggest for the general supervisor?
5. What kind of tasks may be involved in those functions?
6. What techniques and knowledge are required to do these things?⁶²

⁶¹Livesay, Op. cit.

⁶²Ibid., p. 4.

The conclusions reached by this investigator relative to the proposed problem were:

1. The presence of a problem in the operational area of the general educational supervisor and the application of the scientific method to that problem are the centering points around which behavior patterns will be clustered as the supervisory role is performed.
2. Competency will exist to the degree that adequate and satisfying solutions are produced relative to a current problem.
3. The term "pattern" implies a functional configuration or grouping rather than a structural one.
4. The term "Competency Pattern" refers to a particular type of behavior with respect to the job.
5. A critical element in the Competency Pattern is the manner in which the task is performed.
6. The determination of the kinds of tasks to be performed will be affected by the theory used as a foundation for the job analysis.
7. The know-how involved in job performances must be extensive in the scope of experience from which it is drawn and intensive in its translation of knowledge to function.

8. The Competency Pattern in the study has been developed from an analysis of the democratic concept and a compatible educational theory which was pragmatic in nature.⁶³

The Kenneth Cleland study.⁶⁴ The purpose of this study was . . . "to select, analyze, and integrate the information available which was relevant to the performance of the function of the school principal."⁶⁵

Through a critical examination of the Competency Pattern Concept, a competency pattern for school principals was portrayed as follows:

1. An operational theory of education;
2. The critical activities of the principal's job;
3. The specific and fundamental know-how compatible with the activities of the job, respectively.⁶⁶

The Nesby Pemberton study.⁶⁷ The purpose of this study was to ascertain the competencies needed by the attendance teacher in performing his job as outlined by the State Department of Education in a democratic society.⁶⁸ An analysis of the general problem revealed certain subsidiary problems which follow:

⁶³Ibid., pp. 255-57.

⁶⁴Cleland, Op. cit.

⁶⁵Ibid., p. 9.

⁶⁶Ibid., p. 293-94.

⁶⁷Pemberton, Op. cit.

⁶⁸Ibid., p. 8.

1. What is the nature of the democratic philosophy of life?
2. What is the function of education in a democratic society?
3. What is the nature of the educational theory most compatible with the democratic philosophy?
4. What kind of function does this educational theory suggest for the general attendance teacher?
5. What kind of tasks may be involved in the functions?
6. What techniques and knowledge are required to do these things?⁶⁹

From an analysis of a theory of democracy and an educational theory compatible with democratic concepts, Pemberton portrayed the function of public education and the functions of the attendance teacher in vertical progression. Care was taken in that the functions of the attendance teacher did not contradict the postulated foundational theory. The actions of the attendance teacher were characterized relative to the performance of the six hypothesized functions. Appropriate know-how needed in the performance of the functions was given. This served the dual purpose of completing the pattern of behavior for the attendance teacher and presented a solution to the proposed problem.

Summary of Related Studies

In presenting the five studies described in this section, the writer has attempted to give some insights into the problem of portraying competency through the utilization of the Competency Pattern Concept. The five studies presented

⁶⁹Ibid., p. 9

were similar in that all applied the tri-segment approach to competency identification, yet dissimilar since the formula was applied to the performance of different roles in the educational field. In Street's study the Competency Pattern Concept was applied to the area of industrial arts education; Savage made application of this approach to the elementary school principal in supervising instruction; Livesay developed a competency pattern for the general supervisor as expressed in theory; Cleland used the formula to devise a competency pattern for school principals; and Pemberton designed a competency pattern for the attendance teacher.

A prime consideration in the examination of these studies was the criteria used for purposes of validation. Although not always spelled out, the criteria in general were:

1. Comprehensiveness of the competency pattern.
2. Consistency of the pattern.
3. Workability of the pattern.

Since the above criteria have served these investigations as a means of validation, it is assumed that these standards will serve this particular study equally as well inasmuch as the same formula is employed for competency identification in this report as that used in the five related studies.

Lastly, these studies point up the fact that from a sound foundational theory the job of all personnel who work in the field of education can be described in terms of a

pattern of behavior (Competency Pattern).

Limitations of the Study

In order that the performance of this study might be feasible the following limitations were imposed:

1. The extent of this study is limited to the development and application to the Competency Pattern Concept to the general job area of teaching in the elementary schools.
2. Inasmuch as the premises of the study are grounded on the basic postulates of democracy, and since the study was written for the express purpose of upgrading the quality of teaching in the American public elementary schools, this investigation has given consideration only to the conditions which exist in American public elementary schools operating within the American public school system.
3. The study is confined to a theoretical approach to competency identification since it is not within the scope of the investigation to evaluate and test the functional reality of the developed Competency Pattern for elementary teachers in a field situation.

4. The study does not propose to divulge the status of elementary teachers on-the-job other than that contained in the professional literature documented in the investigation.
5. Due to the study's theoretical nature the validity of the Competency Pattern developed herein will be essayed in terms of the criteria, comprehensiveness, consistency, and workability.
6. In view of the many activities that accrue to the elementary teacher during job performance, a detailed analysis of the elementary teacher's job was not feasible.
7. The Competency Pattern for elementary teachers developed in this study is advanced only as a tentative working hypothesis and not a body of dogma.
8. Other limitations and conditions are stated within the context of the study.

Definition of Terms

Since certain terminology was used repeatedly in this report and inasmuch as an understanding of this nomenclature is basic to an understanding of the Competency Pattern developed in this study, it was deemed prudent to assign

specific meanings to the terms at the outset. The terms needed to impart clarity to the investigation were defined as follows:

1. Competence is referred to in this study as a desired quality of job performance.⁷⁰ In this case it is related specifically to the job of elementary teachers.
2. The Competency Pattern in this study is assigned the meaning of a logical, appropriate, and consistent structure of interrelated theory, critical tasks, and know-how items placed in proper relationships one to another so as to effect an organismic entity, and which might lead to quality behavior on the part of elementary teachers in job performance.
3. Theory was used to describe a structure of ideas which might serve as a frame of reference for characterizing the job of elementary teachers.
4. Critical tasks, as they relate to this study, have denoted the crucial responsibilities that comprise the job of teaching in the elementary schools. Successful performance of these teacher tasks will lead to effective over-all job efficiency.

⁷⁰Graff and Street, Op. cit., p. 10.

5. Special know-how has been defined as the personal equipment (skills, attitudes, knowledges and understandings) needed by elementary teachers for the effective performance of the critical tasks which make up the job of teaching in elementary schools.
6. The elementary teacher is a term which has signified a teacher in the American public school system who teaches a grade or a combination of grades from the first grade through grade eight.

Other terminology used in this investigation which deviates from commonly accepted meanings will be defined in the appropriate place

Hypotheses

This study will examine the position that through a critical analysis of professional literature and information pertaining to the Competency Pattern Concept, democratic and educational theory, and the job of elementary teachers, a

theoretical Competency Pattern for elementary teachers can be developed. This Competency Pattern should perform the following functions:

1. Theoretically identify the competencies needed by elementary teachers for quality job performance.
2. Arrange these competencies into a meaningful pattern (theory, critical tasks, and know-how items) which will adequately portray the job of elementary teachers in entirety.
3. Indicate the method of task performance in terms of behavior.
4. Satisfy the basic criteria of comprehensiveness, consistency, and workability.

Procedures

Since this study may be classified as a philosophical investigation, the following procedures were deemed essential:

1. The study was begun by compiling a bibliography of the professional literature in the field of inquiry.
2. A review and report of studies related to the Competency Pattern approach to education.
3. A description of the Competency Pattern approach utilized in this study.

4. A review of educational literature for purposes of establishing the theoretical foundations of the study.
5. A review of educational literature in order to analyze the job of elementary teachers.
6. A listing of the critical tasks necessary for performing the job of teaching in the elementary schools.
7. A characterization of task performance in terms of teacher behavior.
8. A description of the personal equipment (special know-how) needed by elementary teachers in the performance of the postulated critical tasks.
9. Validate the study by means of the criteria, comprehensiveness, consistency, and workability.

Organization of the Study

The purpose of this study is the theoretical identification of competencies needed by elementary teachers in order to adequately perform the job of teaching in the elementary schools. From an analysis of the problem area certain

subsidiary or supporting problems have developed. The report of this study is organized into chapters by grouping the sub-problems into related themes, with the exception of the second sub-problem for which two chapters are needed to delineate the premises necessary for postulating the functions of elementary teachers. These themes are influenced by the tri-segment approach used in the development of the Competency Pattern Concept. The following brief summary of the eight chapters of this study is presented in order that a mental picture of the whole study may be obtained by the reader and also to reveal how each chapter, (the first and last chapter excluded) is dependent on the previous chapter for exposition.

In the first chapter the problem and sub-problems are stated. The need for the study along with the implications of the investigation are treated in conjunction with a comprehensive review of related studies. The limitations imposed on the study and definitions of terms frequently used are set forth. The hypotheses are formulated and procedures utilized for the execution of the study are described.

Chapter II is devoted to a depiction of the Competency Pattern Concept for the purpose of explaining the basic structure of the study. In this description of the Competency Pattern, the basic elements that make up this pattern of behavior, (theory, critical tasks, and know-how) are given adequate consideration. Emphasis is given to the fact that

the catalyst (problem-solving situation) causes the elements of the Competency Pattern to interact in a dynamic way. Criteria for the selection of relationships that occur within the pattern are presented. Lastly, the criteria for validating the Competency Pattern are fully explained and the assumption is made that these criteria will be equally applicable for this study.

The third chapter introduces the first concepts to be employed in the theoretical foundation of the study. A theory of democracy is first discussed in this chapter. In vertical progression, a theory of education is next set forth which includes the following broad themes: (1) the method of intelligence; (2) the teacher's point of view; (3) conceptual understandings regarding the learning process; (4) the harmony of modern physical and natural sciences with democracy and a democratic educational theory; and (5) the organismic view of modern lists of needs. After surveying the educational literature in an effort to ascertain what other educators consider to be the functions of the American public schools, this study espouses two functions of public education which appears to allow juxtaposition with the nature of current democratic society.

From a theory of democracy, a theory of education and the functions of the American public schools, Chapter IV embarks on a theory of elementary education in vertical progression. The definitive elements of an elementary educa-

tional theory are set out under the following broad categories: (1) an organismic concept of child growth and development; (2) the democratic objectives of elementary education; (3) the elementary school curriculum; (4) a concept of methodology; (5) a concept of democratic leadership; and (6) the elementary teacher as a member of the profession. Utilizing the theory of education as a foundation, the functions of elementary teachers are postulated which, in turn, indicate the critical task areas needed for categorizing the critical tasks which make up the job of teachers who perform on the elementary level.

Chapter V is burdened with the responsibility of analyzing the job of elementary teachers in terms of the critical tasks that comprise the job. A survey of the educational literature which presented material pertaining to the tasks of teachers was made. The critical tasks which are deemed essential to the elementary teachers for quality job performance are presented after being subjected to criteria utilized for the evaluation and selection of important teacher tasks.

The material presented in chapter six consists of the actions of elementary teachers in the performance of the critical tasks which make up the job. The actions in task performance are a direct reflection of the foundational theory presented in Chapter III and Chapter IV.

Chapter VII introduces the skill, attitudes, knowledges, and understandings necessary for a high level of performance of the critical tasks of the job of elementary teachers. The special know-how items were subjected to the criteria developed for the purpose of evaluating and selecting this kind of know-how. The teacher know-how items needed for quality job performance are listed under eight categories which represent a group of similar or related tasks. Further division of the specific know-how is made as sub-categories and are arranged under each of the eight principle task divisions so as to provide a convenient outline form for the listing of the special know-how items.

The concluding chapter, Chapter VIII, presents the conclusions of the investigation as they relate to the hypotheses. Although the Competency Pattern for elementary teachers is presented as a tentative working hypothesis which has need of revision and validation through field research efforts, the pattern is considered to have sufficient validity to make suggestions for its use by teachers, supervisors, administrators, and college personnel who work in the field of elementary education. The Competency Pattern for elementary teachers is validated through the use of the Competency Pattern criteria, i.e.,

comprehensiveness, consistency, and workability. Lastly, the need for further research employing the conceptual understandings of the Competency Pattern Concept is cited.

CHAPTER II

THE COMPETENCY PATTERN CONCEPT AND ANALYSIS OF THE STUDY

The following major themes have been selected to provide the guidelines for the forthcoming discussion:

1. The composition of the Competency Pattern;
2. The Competency Pattern -- a method;
3. The terms Competency Pattern and competency pattern; and
4. The Competency Pattern's evaluative criteria.

The material found in this chapter is in general a synthesis based upon four recent publications.¹

The Composition of the Competency Pattern

The Competency Pattern is essentially a behavior pattern, composed of three basic elements; the critical tasks

¹Orin B. Graff and Calvin M. Street, Improving Competence in Educational Administration (New York: Harper and Brothers, Publishers, 1956); Calvin M. Street, "The Development of a Competency Pattern with Application to the Area of Industrial Arts Education" (Unpublished Ed. D. thesis, Department of Education, The University of Tennessee, August 1953); Southern States Cooperative Program in Educational Administration, "A Progress Report on Improving Preparation Programs in Educational Administration" (Nashville: SSCPEA, 1954), (mimeographed); Southern States Cooperative Program in Educational Administration, Better Teaching in School Administration (Nashville: McQuiddy Printing Company, 1955).

which make up the job; the theory to furnish guidelines for job performance; and the know-how needed for quality performance of the critical tasks of the job. A description of the fundamental pattern elements, however, is not sufficient for a definition of competence. Certain questions must be answered before competence can be adequately defined such as:

1. What happens to the Competency Pattern elements when competence is said to exist?
2. What causes the elements of competence to interact?
3. Are there some standards for the selection of element relationships as they pertain to some specific problem to be solved?

These questions must be answered if a definition of competence is to be made. The following sub-sectional divisions have been recognized as conducive to clarity: first, theory-the stabilizer; second, the job and its constituencies; third, the personal equipment necessary for competence; fourth, competence -- phenomenon of relationships and interactions; fifth, the catalyst; sixth, the criteria for the selection of relationships. The remainder of this section will be devoted to an exposition of these sub-sections.

Theory -- the Stabilizer

The element of theory is the stabilizer of the Competency Pattern -- it firmly joins the pattern to a system of

social values thus insuring consistency.

The assumption is made in this study that a workable Competency Pattern can only be derived from a single theory. Recognition is taken of the fact that if one element of theory is varied somewhat a different set of competencies will result, consequently, the basic elements of theory to be used in the pattern must allow juxtaposition with one another. If the Competency Pattern Concept admitted more than one theory or inconsistent theory elements, consistent behavior could not logically be anticipated. The other elements of the Competency Pattern would not display cohesiveness; all elements would, in a sense, be incongruous with one another. Consider the elementary teacher who adheres to a multiplicity of educational theories. At one time during the year he might possibly teach geography by the problem-solving technique, allowing children to aid in the delineation of problems pertinent to them, thus expressing a belief in pupil purpose. At other times the teacher might have the children memorize all of the states and their capitols exhibiting a belief that the faculties of the mind should be exercised in order to strengthen them. Again he could conceivably have the children read the next ten pages in their geography books and immediately give a test to see if they had absorbed the facts contained therein. This method of teaching indicates that the elementary teacher believes that the apperceptive mass should be crammed with

facts. This particular elementary teacher was able to use various methods in his teaching procedure because he had incorporated more than one basic theory into his value framework. The teacher may or may not be adversely affected by his own inconsistencies, but the recipients of his instructional endeavors may lose their sense of security.

The statement was made above that the inconsistent elementary teacher may or may not be adversely effected by his inconsistent behavior. If the teacher was an honest person and realized his inconsistency due to the use of different and conflicting educational theories employed as a frame of reference, this knowledge might cause serious internal conflict. On the other hand, if this teacher chose to compartmentalize his behavior or failed to realize that his behavior was inconsistent, the children would continue to suffer.

Earlier in this section the point was made that theory, as the stabilizer of the Competency Pattern, firmly joins the pattern to its social values. This is the key to another very important assumption -- the theory of the Competency Pattern must be mutually compatible with the cultural climate in which it operates, in this case, democracy. This assumption is given support by a statement made in a study performed by the National Education Association as follows: "The definition of a good teacher depends on the

culture the schools are designed to serve."² The tenets of democracy hold wide acceptance by the American public, and, as a consequence, provide a common ground for an understanding of the Competency Pattern. By this statement the writer does not intend to imply that a competency pattern can be based only on the postulates of democracy; different patterns might be based on other social theories. However, the social theory chosen as a basis for a competency pattern must be utilized in its entirety in order to insure consistency in the pattern.

The alignment of theory elements. The elements of the basic theory of the Competency Pattern must allow juxtaposition with one another, thus the theory of the Competency Pattern for elementary teachers finds its inception in the basic postulates of democracy from whence were derived a theory of education, and in turn, from the theory of education were derived functions of the American public school. A theory of elementary education compatible with the tenets of democracy, the educational theory, and the functions of American public schools, was next introduced in the line of progression. The functions of elementary teachers were deduced from this theory of elementary education.

²The National Commission on Teacher Education and Professional Standards, Measures of Teacher Competencies (Washington: National Education Association, 1953), p. 3.

Cognizance was taken of the fact that in many instances the theory of education embraced by elementary teachers will not allow juxtaposition with democratic principles. Many teachers perform their job through expedient means without giving any thought to the nature of democracy or to an educational theory compatible with the postulates of democracy. Again, the functions of many of the American public schools and the functions of elementary teachers are products of social pressures, a desire for prestige, or a whim on the part of teachers and administrators. However, the Competency Pattern developed for elementary teachers was based upon intelligent behavior as the desirable kind of action. This behavior pattern was an idealized rule of behavior to serve as a guide for elementary teachers in job performance based on modern theoretical understandings. As such, social pressures and the desire for prestige were given consideration in this study only to the extent that these factors are recognized as being operative in American society and, in many cases, are a detriment to effective teaching and intelligent operation of the American public schools.

Figure 1 depicts in graphic form the vertical progression of the theory used in developing a Competency Pattern for elementary teachers. In pictorial form this diagram shows that the theory of elementary education is grounded in the basic postulates of democracy. The arrows on the right indicate how

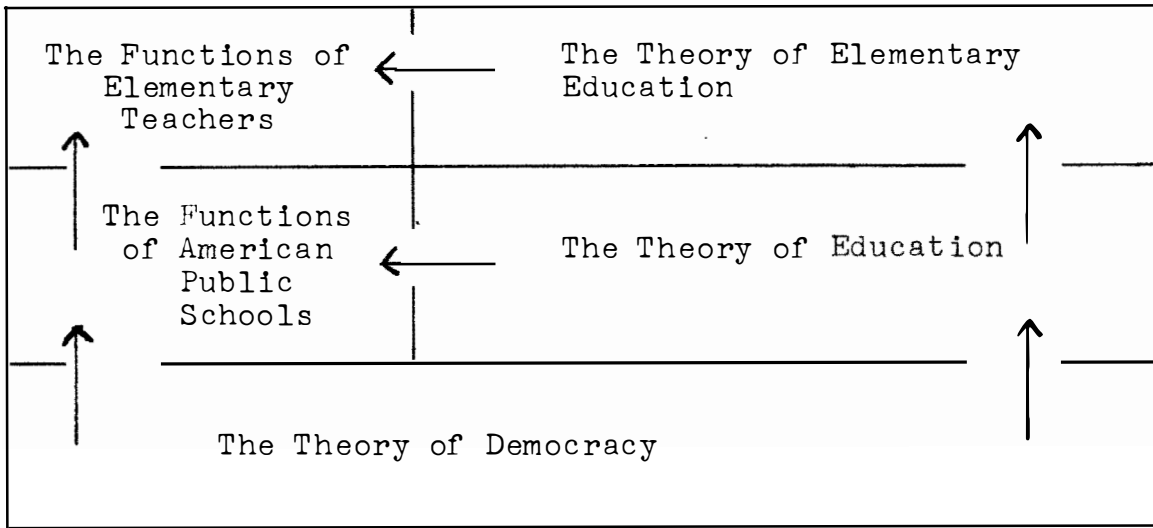


Figure 1

Structural Analysis of the Theory of
Elementary Education in Relation to
the Competency Pattern Concept

the theory progresses vertically from a theory of democracy to a theory of education culminating in a theory of elementary education. All elements of the theory segment are compatible with one another. On the left of the diagram can be seen horizontal arrows protruding through openings. These arrows indicate that the functions of the public schools may be deduced from the theory of education, likewise, the functions of elementary teachers may be ascertained from the theory of elementary education. The arrow on the extreme left denotes that the functions of American public schools and the functions of elementary teachers are also interrelated and grounded on the theory of democracy.

In summary, the Competency Concept can only use a single theory and all of the theory elements must be compatible or at least show lack of conflict with one another. The theory utilized by the Competency Pattern is derived from two primary sources: the cultural climate in which it operates, and scientific information.

The Job and Its Constituencies

Without performance, competence cannot exist. In view of this statement the assumption is made in this study that competencies necessary for job performance must logically derive partially from the job itself. This assumption points out that a description of the job (something to be done) is necessary for an adequate portrayal of competency. Further-

more, the assumption lends support to the idea that the Competency Pattern is a pattern of behavior i.e., without performance, competence cannot exist.

It is possible in describing the tasks involved in a job to become lost in a maze of minutiae and generalities. Any job contains numerous tasks or sub-jobs to be performed, however, it is apparent that some of these tasks are more important for the over-all successful performance of the job than others. When these critical tasks (more important tasks) are successfully performed the less important tasks will, as a whole, take care of themselves or, inversely stated, quality (competent) performance of the minor tasks will not produce successful job performance if the critical tasks are performed in an incompetent manner. In view of the implications contained in this statement it is necessary to assign degrees of importance to the tasks contained in a job and thus selecting out the critical tasks. This notion of critical tasks is extremely important as a technique in the production of behavior patterns; job portrayal in terms of critical tasks keeps the job description from becoming deluged with minute, unselected, and unrelated morsels of behavior. For example, an elementary teacher engages in many and varied tasks in the performance of his job and when cognizance is taken of the fact that competency patterns are wholly dependent on statements of what people do, any theoretical pattern de-

picting the competent elementary teacher has a tendency to become lost in a labyrinth of trifling details.

Graff and Street give an adequate definition of critical tasks which follows:

A task is a segment of a job sufficiently distinct (possessing organismic wholeness) to be identified by a qualified observer, and its performance may be judged as being conducive to the overall successful performance of the job. A critical task is one whose nonperformance will be detrimental to the outcomes needed for successful job performance. . . .³

Organization of critical tasks. It is possible to organize the critical tasks contained in a job around focal points, i.e., critical task areas. The tasks falling within these operational areas have certain problems in common and, as a consequence, lend themselves to related kinds of problem-solving activities. These critical task areas are usually selected on the basis of a single criterion which asks the question; "Do a large number of the tasks inherent in the job under consideration focus in the proposed area?"

In this study an attempt will be made to draw the critical tasks areas from the postulated functions of elementary teachers. The critical task areas must also conform to the single criterion listed above; thus the criteria for the selection of the critical task areas as used in this investigation are:

³Graff and Street, Op. cit., p. 201.

1. Do the functions postulated for elementary teachers indicate the critical task areas?
2. Do a large number of the tasks of the job under consideration focus in the proposed area?

Figure 2, a continuation of and supplement to Figure 1, attempts to picture the method of deriving the critical tasks areas and the critical tasks which fall into these areas as related to the job of elementary teachers. Attention is called to the intimate relationship of the factors involved in selecting the critical task areas and critical tasks needed for quality job performance by elementary teachers. The critical tasks are directly related to the critical tasks areas which are derived from the functions of elementary teachers (with due consideration of the second criterion presented above). The functions of elementary teachers are directly related to a theory of elementary education and the functions of the American public schools which, in turn, are grounded in the theory of education. The theory of democracy serves as a basis for both the educational theories and the different functions postulated. Another point of interest is the fact that all segments of theory furnish guidelines for the method of task performance. As a result of this direct and intimate relationship among the elements and element-segments both unity and specificity are achieved in the portrayal of the job of elementary teachers.

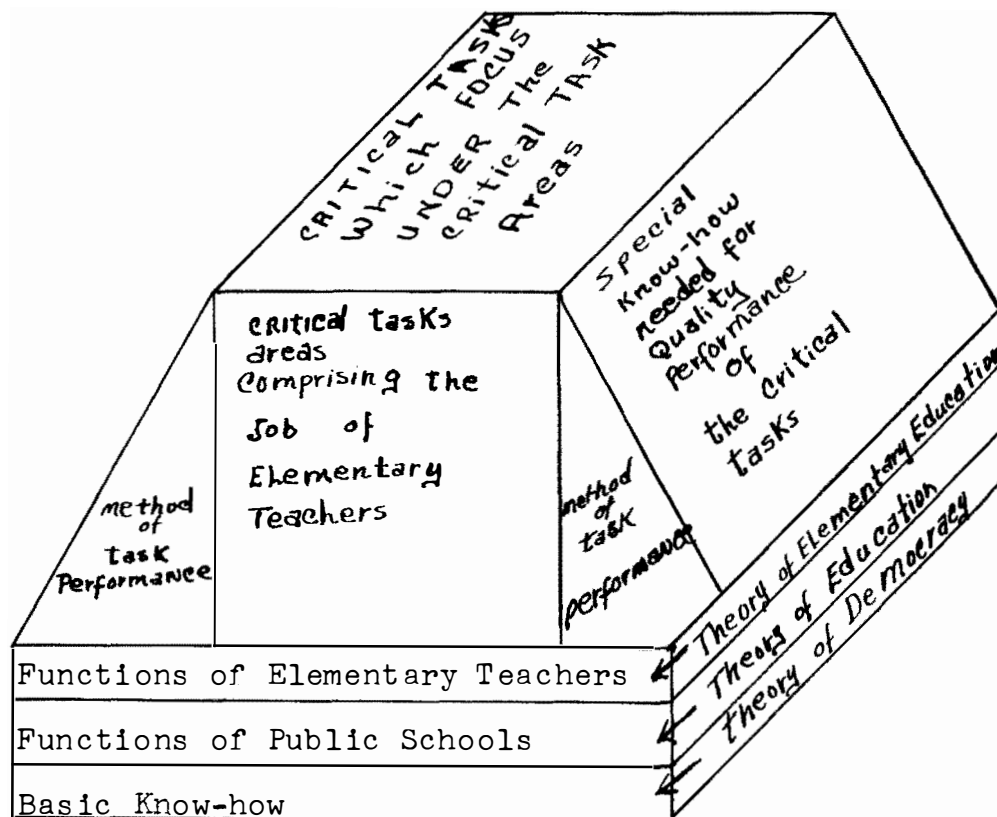


Figure 2

A Competency Plan Showing
Element Relationships^a

^aSource: Adapted from a plan developed by Calvin M. Street, "The Development of a Competency Pattern with Application to the Area of Industrial Arts Education" (Unpublished Ed. D. thesis, Department of Education, The University of Tennessee, August 1953), p. 123.

The Personal Equipment Necessary for Competence

The personal equipment that an individual brings to the job includes the tools, skills, beliefs, attitudes, knowledges, and methods which he has at his command. These different items are referred to as the know-how. It is understandable that specific items of know-how are necessary for the competent performance of any and all of the tasks which devolve from the job of elementary teachers, yet this is not enough. The elementary teacher is a participating member of his community, state, and nation. As such, he will need certain know-how elements appropriate for all persons living in the same community, state, and nation. In illustration, the elementary teacher should have enough know-how items at his command to enable him to participate in deciding whether a law should be enacted allowing children to enroll in the first grade at the age of five years. The teacher would not be expected to be able to write the law as this is a task for lawyers who specialize in this particular job. In view of this illustration there is a need to make a distinction between the two kinds of know-how required by the elementary teacher. This does not imply that there are two separate kinds of skills, knowledges, and tools, but rather that there will be know-how elements appropriate for every one living in a specific society (democratic society). Furthermore, specialized concentrations of know-how will accrue to different individuals according to their area of

specialization.

Basic know-how. Basic know-how is defined as those tools, skills, understandings, beliefs and attitudes deemed essential for all areas of living. The assumption is made in this study that all areas of living in American society have as their theoretical basis the canons of democracy. Figure 2 emphasizes this fact as the basic know-how pictured in this structure stems directly from the theory of democracy. Some items included in basic know-how which stems from the societal theory are tools of communication, a general understanding of the culture in which the individual lives, knowledge pertaining to individuals and how they live in a social setting, and knowledge of social institutions.

Special know-how. Special know-how, on the other hand, is applied specifically to the job under consideration. This kind of know-how is directly related to and necessary for quality performance of one or more of the critical tasks which comprise the job. The know-how must be consistent with the basic theory or at least show lack of conflict with this theory. Figure 2 shows that the special know-how is related to the critical tasks which radiate from the critical task areas. The basic know-how is compatible with the special know-how since both have their roots in a theory of democracy.

In the section relating to job elements the suggestion was made that the most important tasks comprising the job

should be called critical tasks and that these critical tasks would give an adequate portrayal of the job to be performed. Likewise, the know-how will show different degrees of importance, hence know-how items should be selected for the Competency Pattern in terms of the importance that they possess. If the most important know-how items are selected the minutiae generally will automatically operate during job performance. As both the know-how and critical tasks are chosen on the basis of their importance, unity and coherence are further realized in this particular concept of competency.

Competence -- A Phenomenon of Relationships and Interactions

The fact has been emphasized throughout this portion of the study that competence does not occur until the necessary elements are present, i.e., critical tasks, theory, and know-how, yet even with their presence competence cannot exist until these elements are in appropriate relationships and are in the process of interaction. With the proper relationships established among the elements the interaction process serves to elicit behavior suitable to the situation (this study makes the assumption that competence can occur only in actual behavior). The Competency Pattern then is dependent for its existence on the phenomena of relationships and interaction.

Figure 3 shows the three elements composing the Competency Pattern brought together in a single container.

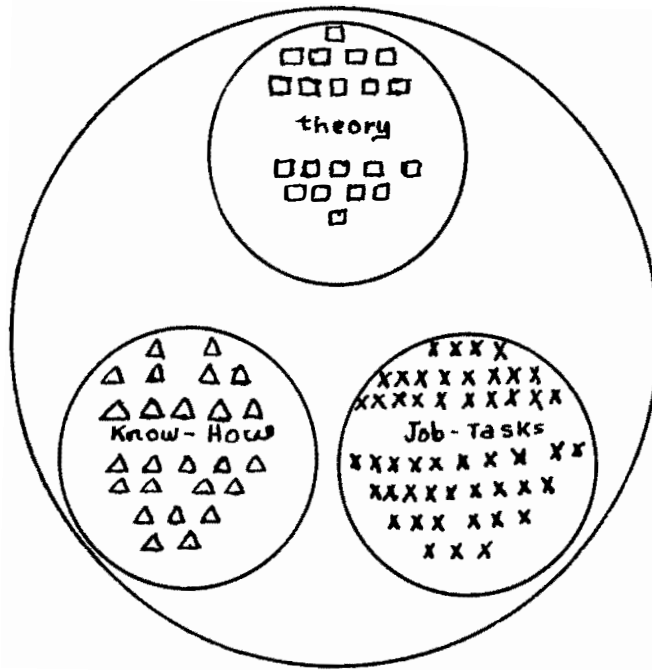


Figure 3

Competence Elements Brought
Together But Without the
Needed Interactions^a

^aSource: With one minor adaptation from the illustration developed by Orin B. Graff and Calvin M. Street, Improving Competence in Educational Administration (New York: Harper & Brothers, Publishers, 1956), p. 74.

Each element is pictured as a single entity within the container. Competence does not exist in the situation pictured by the graph since the different elements are simply clustered together. The items of theory, job tasks, and know-how have not assumed the proper relationships and, as a consequence, are not in the process of interaction. This graph indicates that an individual may possess the elements of competence and yet not behave in a competent manner.

An analogy can be drawn between the symbols used in chemistry and the elements of competent behavior. In elementary school the child learns that the symbols H_2O are used to designate water. Children sometimes accept this fact literally with the end result of erroneous notions regarding this formula. The chemist knows that two parts of hydrogen and one part of oxygen (both gases) will not combine to form water (a liquid) if they are put in a container and mixed together. These elements of hydrogen and oxygen must assume certain relationships which are brought about through certain procedures if they are to form the liquid, i.e., water.

Figure 4 depicts the elements of competence in a state of interaction with the formation of relationships. Since the elements are constantly interacting to produce competence the situation is in a continual condition of change. This indicates that the individual in his attempt to achieve competent behavior goes through the mental process of continuous trial and error when confronted by the external stimuli

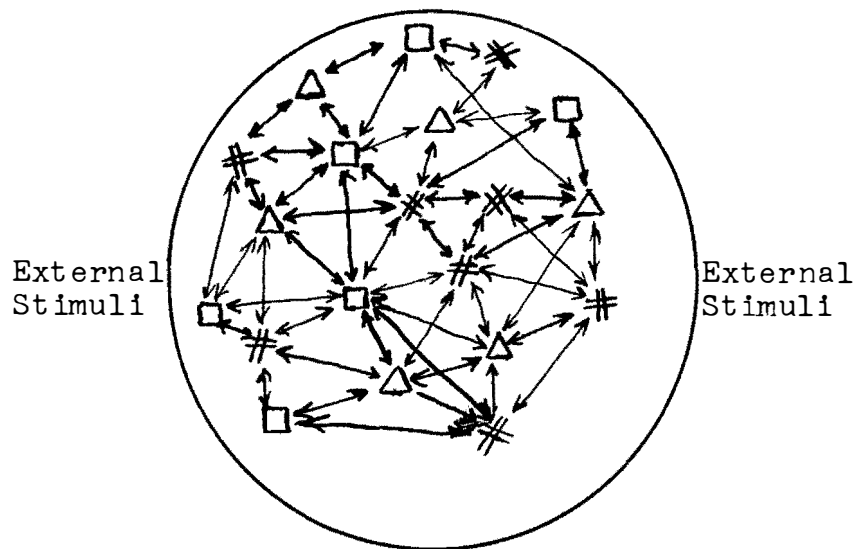


Figure 4

Competence Elements Interacting
To Produce Competence^a

^aSource: With minor adaptations from the illustration developed by Orin B. Graff, Calvin M. Street, Improving Competence in Educational Administration (New York: Harper & Brothers, Publishers, 1956), p. 75.

inherent in the problem situation. What causes the individual to select from the external stimuli only those items appropriate to the situation after the process of mental trial and error? There is a need to identify another factor in the Competency Pattern at this point.

The Catalyst⁴

If the idea that an individual may actually possess the elements of competence and still not exhibit competent behavior is accorded a degree of validity, then another equally important element is needed in the Competency Pattern. This element could be called a catalyst (in connection with the analogy drawn between the elements of chemistry and the elements of competency); an element which will cause the factors which constitute competence to interact in an appropriate and dynamic manner. This catalyst or activator makes it possible for the elements of competence to react to a specific situation in a way designed to elicit quality behavior. The catalyst or focal point of attention will require action from the individual and will cause all of his abilities to be thrust upon the situation in order that appropriate action (behavior) will result. Another function of the activator (catalyst) is initiating the selection of suitable elements of behavior so that the actions of the

⁴Ibid., pp. 76-79.

individual results in quality behavior in relation to a specific situation. The catalyst of the Competency Pattern then causes the individual to act in a dynamic and appropriate way, allowing the person to make good use of his talents instead of permitting them to be dormant.

Contemplation and scrutiny reveal that problem-solving situations provide the catalyst or activator of the Competency Pattern. The problem-solving situation procures for the individual the capacity to select the proper tools, skills, and knowledges (required by the situation) necessary for a solution to the problem. As seen in Figure 4, the individual is able to select from the many external stimuli only those bearing on the problem, thus effecting competent behavior. The contention is held that not all of the personal equipment a person has at his command would be appropriate for responding to a specific situation or a given problem. The problem is the catalyst or activator which effects the proper selection and interaction of the elements comprising competence.

The catalyst initiates reflective thinking on the part of the individual. The trial solutions, the appropriate actions guided by the trial solutions, the evaluation of progress, and the hypothesizing of new solutions, if the need is indicated, all come under the term, reflective thinking. If the problem is a simple one the period of reflective thinking is short and, inversely stated, if the problem is beset with

complications the period of reflective thinking consumes a longer expanse of time.

Many problems faced by the competent person do not require problem-solving efforts. Some problems have been met and solved by the individual so many times that he displays competent action in the problem solution without using a higher level of mental activity (reflective thinking). True that when the individual first met the particular problem that he now solves without thinking (habit), extensive use was made of a high level of mental activity. However, the person now has built up the best kind of habit relative to the problem in question through the use of intelligent and thoughtful problem-solving activity as opposed to the formation of habit through non-thinking drill. Although the solution to the problem is a habit-response situation, the individual understands the relationships of the various facets of the problem and, as a result, the problem is still a catalyst or the activator although now acting remotely in the background. The problem solution is now a reflection of the reflective thinking that was necessary for a solution of the problem the first time that it was met. Habits then are permanent integrations of the elements comprising competent behavior that may be brought to bear on a problem which has been solved before. Thinking is not required for effecting a solution to a problem that has been solved many times in the past.

The Criteria for the Selection of Relationships

The elements of theory, job tasks, and know-how contained in the Competency Pattern can be related in numerous ways, hence, the pattern of behavior obtains its distinctive character from the varying relationships within the pattern. An individual in an attempt at a problem solution, cannot possibly think of all the different combinations of element relationships from the factors selected that have a bearing on the problem. This fact points out the need for some criteria to be utilized in the selection of element relationships pertinent to a specific problem demanding attention. Graff and Street⁵ contend that the criteria of purpose, point of view, and efficiency are desirable and will be applicable to the formation of relationships.

Purpose. Organismic (gestalt) psychology proposes that conscious action is based on perceptual fields. Perceptual fields are made up of items which coincide with and are appropriate to an individual's purpose (goal). Naturally there will be obstructions in the path as the individual progresses toward the realization of his purpose, therefore, the person must incorporate into his perceptual field (situation) all items which pertain to the situation and arrange them into relationships that will assist in overcoming the barrier and ultimately facilitate the accomplishment of

⁵Ibid., pp. 246-48.

his purpose. The adjustment of element relationships in a new perceptual field is subject to the past experience of the individual and the methods that have proved successful to him at a former time. The ability to see appropriate relationships that have been transposed from a past experience to a new situation is sometimes designated awareness. Graff and Street define awareness in the following manner:

. . . awareness is the learned ability to see elements relating to the "field" (problem situation) and to make many possible combinations of those elements so as to provide a number of choices or courses of action which seem most likely to solve the problem.⁶

The criterion purpose serves to limit awareness selecting those relationships which appear most likely to assist in goal achievement.

Point of view. The second criterion for the selection of relationships can be called point of view. The system of values espoused by the individual will serve to limit his awareness. Whether certain of the element combinations possible in a given situation (perceptual field) will be deemed good or bad is dependent on the persons point of view. Accordingly, the good element combinations will be incorporated into the specific behavior pattern being formed by the individual while the bad combinations will be eliminated.

⁶Ibid., p. 247.

Efficiency. Efficiency is the third criterion presented in this study to be utilized in the selection of relationships while working toward the solution of a particular problem. Economy of operations (efficiency) involves the use of the best tested knowledge, theories, skills, tools, and the best method of task performance. These are qualities to be coveted and are a far cry from the concept of expediency (subordination of principles in order to attain more quickly a purpose or goal) usually associated with efficiency. Economy of thought and procedures of working are the identification factors of a pattern with good element relationships.

Purpose, point of view, and efficiency have been presented as the criteria necessary for the selection of element relationships in the formation of a behavior pattern. These criteria restrict and select the element relationships of the individual's competency pattern and are paramount factors in effecting quality behavior on the part of the individual.

The Competency Pattern -- A Method

The make up of the Competency Pattern has been presented in this chapter and an exposition has been made of such elements and items as the theory, the job tasks, the know-how, competence as a phenomenon of relationships and interactions, the catalyst, and the criteria for the selection

of relationships. All of the previous discussion relating to the elements and factors which comprise competence point out that the Competency Pattern is, in essence, a dynamic (as opposed to inactive) pattern of behavior. The basic ingredients of the pattern are distilled from the crucible of human experience. This concept of competence does not allow itself to get into a state of stagnation, instead, the Competency Pattern insists on the intake of new knowledges that have stood the test and proved their value in the realm of human experience. This behavior pattern further demands that new and more adequate hypotheses be formulated so that new knowledges may be gained. By requiring that each action (behavior) reflect the consistent application of values, the Competency Pattern declines to allow any part of the individual's pattern of behavior to become isolated; the pattern forces the individual to behave as an organismic whole.

The Competency Pattern gives a picture of desired human behavior, a picture that can be put into practical and dynamic operation by the individual. The pattern is the portrait of a competent person as he performs some particular job. In addition to depicting the competent person the Competency Pattern does even more; this concept gives some effective directions for achieving competence.

Since this chapter has been devoted entirely to the Competency Pattern, the reader may obtain the notion that this behavior pattern is an end in itself. This is not the

case. The Competency Pattern is a method for attacking a problem. A proposed action may be run through the pattern, evaluated, and then adjusted to meet the unique features of a particular situation. This serves to reinforce the idea that the Competency Pattern is a method or procedure for effecting a solution to some problem situation confronting the individual.

The Dynamic Nature of the Competency Pattern

This study does not propose that the Competency Pattern developed herein will be a valid device for all time and for all cultures. The Competency Pattern developed in this study is valid only for the American culture since the pattern is based on the postulates of democracy. Furthermore, to imply that this Competency Pattern is valid for all times or even a definite period of time would violate the dynamistic view embraced by this investigation. The Competency Pattern Concept is not static in nature but incorporates any new ideas into its value framework that have proved functional through usage, consequently, the Competency Pattern developed in this report is valid only in terms of the present, i.e., until some new notion has proved functional and incorporated into its framework.

To illustrate, imagine that an elementary teacher has a full understanding of the Competency Pattern as related to

the general job area of elementary teachers. Upon obtaining a position, the teacher would immediately modify his behavior in accordance with the principles implied in the interacting elements of the Competency Pattern. Although the teacher's position is unique (it is located in a particular place with its concomitant customs and mores) and he is teaching a particular grade, the Competency Pattern has enough constant elements to permit the consideration of unique situations. The pattern will supply the guidelines and criteria needed by the teacher to evaluate the unusual situation. However, if the teacher finds a better and more functional knowledge, skill, or tool conducive for a higher quality of job performance in the general job area of elementary education, this new-found tool, skill, or knowledge should be incorporated immediately into the Competency Pattern for elementary teachers. Many other illustrations could be drawn to illustrate the changing nature of the Competency Pattern yet it is believed that the one given will be sufficient as a basis for the following assumption: A major assumption of this study is that the Competency Pattern for elementary teachers developed herein will change and improve as individual teachers who practice it (reflect it in their behavior) find new knowledges, skills and tools while performing their jobs.

The Terms Competency Pattern
and competency pattern

At this point it is deemed necessary to clarify the

terms Competency Pattern (higher case) and competency pattern (lower case). The Competency Pattern (higher case) can be thought of as an ideal concept of behavior, i.e., as a law of behavior. The Competency Pattern declares that:

. . . a person will be most competent when the tasks he is to do have been clearly identified and defined, when he brings to these tasks an adequate amount of relevant "know-how" - personal equipment in the form of knowledge, skill, methods, tools, and understandings -- and when his understandings of these tasks and ways of performing them are the reflection of some larger beliefs and assumptions which are in fact the governing and evaluating basis for all of his activities. Thus the rule (law) of ideal behavior (the Competency Pattern) is nothing more or less than a statement of the factors and relationships which occur in the best kinds of human behavior.⁷

This quotation states that the Competency Pattern is an ideal rule of quality (competent) behavior and that the conceptual understanding inherent in the Competency Pattern Concept can be applied to all areas of human behavior.

Although the Competency Pattern (higher case) represents the ideal behavior there are a great number of behavior patterns (job tasks which need to be described relative to quality performance) which will be structured on the basis of the Competency Pattern. Since the small patterns will be a direct reflection of the conceptual understandings derived from the Competency Pattern these patterns will be referred to as a competency pattern (lower case). In retrospect the Competency Pattern (higher case) will identify an idealized rule or law pertaining to some general job area (the total

⁷Ibid., p. 83.

job of elementary teachers) while the competency pattern (lower case) will refer to the individual's quality performance of a specific job within the general job area (a teacher of the first grade) or quality performance of a particular task of a specific job (planning activities).

In this study an effort will be made to develop a theoretical Competency Pattern for elementary teachers. This is feasible if the two assumptions given below are accepted as valid. They are:

1. The assumption is made that the Competency Pattern developed in this study will be an idealized law or rule for elementary teachers since the pattern is so constructed that its basic elements directly reflect the principles of the cultural climate within which American elementary teachers operate.
2. The assumption is made that the scope of the Competency Pattern developed in this study is sufficiently broad to act as a guide for elementary teachers in all kinds of job situations.

The Competency Pattern's Evaluative Criteria

Chapter I gave brief consideration to the criteria used for purposes validating competency patterns, (see page

35) though no attempt was made to explain these criteria. At this point it is deemed prudent to adequately define and expand the proposed criteria since this study has hypothesized that the Competency Pattern for elementary teachers developed in this report should satisfy the Competency Pattern criteria. The criteria will also serve to facilitate understanding as to what specific functions the Competency Pattern must perform in order to meet the requirements of the criteria. Briefly stated, the Competency Pattern criteria are:

1. Comprehensiveness
2. Consistency
3. Workability

Comprehensiveness

To be comprehensive the Competency Pattern must include all of the important elements which have influence on the individual while performing a job. There are two ways that a competency pattern may be made inclusive.

1. The Competency Pattern may be made inclusive by definition.
2. The Competency Pattern may be made inclusive by stating all of the constituent elements needed to provide competence.

When the Competency Pattern is made inclusive by definition, competence is defined as being comprised of the elements necessary for competence. This is meaningless as

the needed competency elements are not specified, consequently, this concept of competency does not aid in the production of a Competency Pattern.

On the other hand, if all the constituent elements are stated as related to the job to be performed a comprehensive Competency Pattern can be developed. Competency elements must be directly related to the job to be performed since the assumption is made that no one person can be competent in all things. The elements of job competence will include:

1. The important things to be done.
2. The way they are done.
3. The know-how elements required for their performance.

Again bringing into focus the assumption that no one person can be competent in all areas of human endeavor, the Competency Pattern does not concern itself with complete competence but is considered comprehensive if all the important job tasks (critical tasks) are considered under a specific job or job area and the attitudes, knowledges, tools, and functions needed by the worker in task performance are given adequate treatment.

Consistency

The criterion consistency holds the connotation of coherence. When application is made to the Competency

Pattern Concept, consistency suggests that the various elements must be compatible with one another. Any conflicting elements or items must be removed from the pattern if adherence to the criterion of consistency is an actuality. Lack of conflict is essential. Even though an item in the Competency Pattern may not support other items, it must not be inconsistent to the point of contradiction. However, the ideal would be realized if each item of the Competency Pattern mutually supported and strengthened all other items, yet the pattern does not require this ideal.

Consistency then requires that the three basic elements of the Competency Pattern Concept (theory, critical tasks, and know-how) be compatible or at least show lack of conflict one to another. With the assumption made that a usable Competency Pattern can only be developed from a single theory, it is apparent that the tasks and know-how must be compatible with the basic cannons of the theory accepted. This does not necessarily imply that there is only one basic theory that can be used as an element of competency patterns but does imply that the theory used in the development of a competency pattern must be given full allegiance; that the theory, critical tasks, and know-how must show direct relationships and must also be compatible with one another if the criterion of consistency is to be utilized.

Workability

The workability of the Competency Pattern refers to its usefulness. Workability is used in this study in a limited manner. The term, workability, generally signifies the success of the pattern when tested through actual usage over a rather long period of time. The limitations placed on this study make complete testing of the pattern beyond the scope of the investigation. Workability, in connection with the purposes of this study, will be considered relative to the extent of direction the pattern will yield in identifying the important tasks, abilities, and learning situations and the ability to expand without losing its basic unity.

Expansion of the Criteria

Graff and Street indicate the reasons why the Competency Pattern is evaluated in terms of the criteria; comprehensiveness, consistency, and workability when they list the functions that the pattern must perform under each of the basic criteria as follows:

- I. Regarding comprehensiveness, the pattern:
 1. Includes the important job tasks.
 2. Includes basic theory of society.
 3. Includes necessary items of skill and knowledge.
 4. Considers attitudes and morale of the worker.
- II. Regarding consistency, the pattern:
 1. Operates to align job functions with basic theory.
 2. States "know-how" consonant with job functions and theory of education.
 3. Insures consistency through excluding incompatible items.
- III. Regarding workability, the pattern:
 1. Aids in identifying the important job tasks.
 2. Aids in identifying personal equipment

(know-how) needed.

3. Aids in identifying appropriate and needed training activities and situations.⁸

The reasons why the Competency Pattern is evaluated by the basic criteria of comprehensiveness, consistency, and workability have been presented. These reasons were introduced in terms of the functions that the behavior pattern must perform when subjected to the basic criteria. The reasons appear sufficient to warrant the assumption that the basic criteria will be equally applicable for validating the Competency Pattern for elementary teachers developed in this study.

Summary

The chapter presented the Competency Pattern Concept. In the performance of this task, an analysis of the study was made. The fact was emphasized that the Competency Pattern is basically composed of three elements; the critical tasks which make up the job, theory to furnish guidelines in job performance, and know-how items needed for quality job performance. Other concepts and items that relate to the Competency Pattern were discussed such as; Competence as a phenomenon of relationships and interactions, the catalyst

⁸Ibid., p. 59.

or the unifying factor that brings the elements of competence into the process of interaction, and the criteria for the selection of relationships which included; purpose, point of view, and efficiency. The discussion of the Competency Pattern Concept led to the conclusion that the Competency Pattern is a method or procedure for attacking a problem. Next, the terms Competency Pattern (higher case) and competency pattern (lower case) as applied to this study were clarified.

The remaining portion of this chapter was devoted to adequately defining and expanding the criteria employed for validating the Competency Pattern. Reasons why the Competency Pattern developed in this study employed the basic criteria were introduced in terms of the functions that the pattern must perform under each of the criteria. These reasons appeared sufficient to justify using the basic criteria for the purpose of validating this study.

CHAPTER III

THEORETICAL FOUNDATION OF THE STUDY

The purpose of this chapter is to formulate a single, consistent, foundational theory which is directional to the theory of elementary education to be presented in a subsequent chapter (Chapter IV) and basic to postulating the functions of elementary teachers. The reasoning used in developing a foundational theory for the study has rested on the following assumptions made in the second chapter:

1. A workable Competency Pattern for elementary teachers can only be derived from a single theory.
2. The theory of the Competency Pattern for elementary teachers must be mutually compatible with the cultural climate in which it operates.

The foundational theory to be introduced in this chapter is organized in terms of three segments which are recognized as conducive to the formulation of a basic theory for the Competency Pattern for elementary teachers. These segments are:

1. A theory of democracy. Since all elements of theory to be presented in this study are grounded on a theory of democracy (Figure 1), the first section of this chapter introduces the democratic formula and the definitive

elements in a concept of democracy.

2. A theory of education. The educational theory finds its inception in an exposition of the method of intelligence since democracy relies on this process for solving problems. Other theory elements in the theory of education are philosophical and psychological concepts. The philosophical and psychological schools of thought that are compatible with the Competency Pattern Concept, democratic theory, and the method of intelligence will be accepted as valid theory elements in this study. Next, an effort will be made to ascertain whether modern physical and natural scientific concepts will harmonize with democracy and the previously presented theory elements. Lastly, a modern list of needs will be introduced and the sources of human needs will be set forth.

3. The functions of American public schools. The functions of American public schools will be presented in terms of statements of functions made by some educators. The stated functions will be evaluated in terms of the democratic and educational theories accepted as valid in this chapter. The functions accepted as valid for the American public schools must be compatible

or show lack of conflict with the foundational theory of the study.

A Theory of Democracy

Since American society is grounded upon the democratic philosophy of life, and, as a whole, has flourished and prospered, the assumption is made in this study that this philosophy provides a satisfactory foundation for societal relationships. There have been violations, perversions, and confusions of the deeper underlying principles during the course of the existence of American society, but as yet no other social philosophy has gained acceptance by the majority of the American people. The postulates of democracy are considered the guiding principles in all facets of the American way of life.

Democracy -- A Formula for Human Relationships

Livesay¹ has noted that democracy is related to human striving in two definite directions:

1. A striving toward freedom.
2. A striving toward security.

At times, security has been considered to be more important than freedom while at other times freedom was sought

¹Herbert Y. Livesay, "A Competency Pattern for the General Supervisor as Expressed in Theory" (Unpublished Ed. D. thesis, Department of Education, The University of Tennessee, March 1955), p. 21.

at the expense of security. There have been periods in history when freedom was sought as the best approach to security or inversely stated, security as the best approach to freedom.²

In essence, freedom means the condition of self-determination, the sovereign right of an individual. Security implies a condition designed to best assure the continuance or perpetuation of the individual. These goals of an individual are not within themselves incompatible to each other. They become incompatible if the direction of the drive is moved from the individual and posited in an outside source.³

When the ideal theory is translated into action, democracy is one of the formulae for human relationships which can maintain a balance between freedom and security without violating the individual's rights and privileges. Totalitarianism or authoritarianism, as a social philosophy, cannot maintain a balance between freedom and security as this philosophy assumes sovereignty by an authority outside the individual and proffers security on conditions set by that authority.⁴

Emphasis should be placed on the fact that democracy is a functional operation which takes place in a social setting, hence democracy is directly related to the structure of a society. Since institutions and groups make up the structure

²Loc. cit.

³Ibid., p. 22.

⁴Loc. cit.

of society, they become the operational fields of democracy.⁵ Government is not the only area where democratic principles may become involved. In any situation involving human relationships these principles may become an issue.

The principles of democracy must become part and parcel of the different individuals in a society to be used as they interact with one another in the solution of different and pressing problems (human relationships). Hopkins accurately interprets the concept of interaction in the following paragraph.

It means that in all problems arising among groups or individuals each party shall be free to study the conditions, state the issues as he sees them, and propose his solutions without fear of ridicule, violence, or suppression. This means of course, freedom of movement, freedom of speech, freedom of press, for without them groups and individuals would be unable to express their beliefs and conclusions adequately. . . . The interactive process is a way of relating an individual to his world in order that he may build his creative individuality while adding some increment to the improvement of the culture.⁶

American society has espoused the basic principles of democracy as a formula for human relations and, as a result, has enjoyed relative stability. In the opinion of many it is the most promising design for living ever developed by man, therefore, American society continues to trust this concept and find evidence to support it. In connection with this,

⁵Ibid., p. 21.

⁶Thomas Hopkins, Interaction: The Democratic Process (Boston: D. C. Heath and Company, 1941), p. 109.

Alberty writes:

Democracy, then, is an ideal which has never yet been fully attained, but for the value of which we have sufficient evidence to justify our continued allegiance. To the furtherance of this ideal we can well apply all our genius as a people. Since it is a faith, an ideal, a promise, we cannot hope ever to prove by scientific experiment that it is valid. We can only try in everything we do to further it -- at least until we find that in the very nature of human beings the ideal cannot be made work.⁷

Definitive Elements in a Concept of Democracy

The assumption is made that the definitive elements in the democracy concept contain the formula which serves to effect the cohesive character of American society. As such, it is mandatory that this study ferret out these basic canons for the purpose of providing a foundation for the theoretical Competency Pattern for elementary teachers developed herein. As a means of performing this task it was deemed prudent to analyze the Declaration of Independence; the instrument which gave direction to the constitution with its Bill of Rights and other amendments as it is known today. The Declaration of Independence reads:

We hold these truths to be self-evident: that all men are created equal; that they are endowed with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted among men, deriving their powers from the consent of the governed; that whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish

⁷Harold Alberty, Reorganizing the High School Curriculum (New York: The Macmillan Company, 1947), p. 36.

it and to institute a new government, laying its foundation on such principles and organizing its powers in such form that to them shall seem most likely to effect their safety and happiness.⁸

A number of philosophical concepts emerge from this historical document which appropriately serve as focal points for the discussion regarding the definitive elements in democratic philosophy. These concepts include: first, men are created equal; second, liberty; third, the reason for governments; fourth, the source of democracy's power; and fifth, democracy -- a dynamic form of government.

Men are created equal. The first philosophical consideration contained in this document concentrates around the two words created equal. It is reasonable to assume that the founding fathers, who drew up this instrument, did not intend to infer that there are no physical and mental differences in people, neither did they mean to imply that circumstances in life can also cause differences in people. Equality, as stated in the Declaration of Independence, signifies that each individual has equal rights to the pursuit of life, liberty and happiness within the bounds of his capacity. Inversely stated, equal privilege to pursue is asserted but not equal outcomes of the pursuit.⁹ Kilpatrick makes the following statements regarding the

⁸Declaration of Independence

⁹Livesay, Op. cit., p. 32.

equality of men:

Perhaps the most personally cherished of all democratic rights is the right to grow and thrive, so that each may be given a fair chance in comparison with others to make himself and his life the best that in him lies.¹⁰

Relative to the concept of equality of individuals

Berry has this to say:

Two kinds of equality are involved in democracy. Strict equality is limited to certain fundamentals, as equality before the law, equality at the ballot box, and equality in the basic minimum ways of life. The second kind of equality has to do with aspirations and opportunity. Any individual should be able to aspire to any status or position on the basis of his personal merits. The aim of democracy in many fields is not to make one man equal to another but rather to remove all artificial barriers and to assist every man to make the best of what capacities he has. Equality of rewards and possessions is not required, but rather equality of opportunity and reward according to merit.¹¹

As can be seen the phrase created equal places paramount value on the worth and dignity of the individual.

Liberty. At this point it would be well to look critically at the word liberty with the thought of trying to ascertain what it really means. In three short paragraphs, Berry presents a full but concise explanation of this concept:

There can be no democracy without the guarantee of civil and religious liberty to every citizen. This includes the right of peaceful assembly and freedom of speech, of petition for redress of grievances, safety of life and liberty of person, speedy and fair trials before an impartial jury,

¹⁰William H. Kilpatrick, Philosophy of Education (New York: The Macmillan Company, 1951), p.140.

¹¹John R. Berry, Current Conceptions of Democracy (New York: Bureau of Publications, Teachers College, Columbia University, 1943), p. 66.

freedom to criticize and to propose, freedom of the press, uncensored news, unfettered exchange of ideas and opinions, freedom of choice of mate, of occupation, of movement, of place of residence, or manner of life, and of industrial, political, religious and cultural affiliations. The right to own private property of the consumers' goods type is included. Democracy also implies the right to be educated in a system of free public schools.

Liberty does not mean doing what one pleases, but the individual's liberty should be limited only by considerations of the general welfare and the preservation of like liberty to others.

The concept of liberty also includes an economic area. It involves freedom for the ordinary man from restrictions imposed by poverty, overwork, and bad environment. Everyone who wishes to work has a right to a job suited to his capacity at a reasonable wage. Every worker should have the right to join a union of his choice or to refuse to join any union without having his job endangered because of his action.¹²

The reason for governments. A simple sentence that sets democracy apart from other forms of government is "governments are instituted among men." It simply means that -- "Government is made for man, not man for government," or "man is the end; government is the means toward the end."¹³ The individuals involved create governments in order that they may pursue life, liberty and happiness.

The source of democracy's power. In relation to the above sentence, "governments are instituted among men," the phrase, "deriving their powers from the consent of the governed," should be weighed. Beery believes that this concept includes the following ideas:

¹²Ibid., pp. 66-67.

¹³Livesay, Op. cit., p. 33.

A basic premise of democracy is that the great masses of men have an inalienable right to govern themselves. Governments derive their just powers solely from the consent of the governed, and so the people are free to change their government, either in form or in personnel, when such change seems to them to be in their own interest. Governments exist only to serve the people, and the military authority.

Faith in the capacity of the common man to rule well is required. This faith is based on a sufficient background of knowledge being available and an intelligent understanding by the people of the issues, facts, and conditions about which they make decisions. The people must have access to all the relevant facts about the issue and also an inclination to use these facts. There should be unfettered exchange of ideas and opinions. Experts should be used in an advisory capacity where special knowledge is required, but the people should exercise ultimate power over basic questions of policy. Thus, policy-making officials should be elected.

Democracy requires the fullest possible participation of people in government, but this does not necessitate direct legislative action by the people nor does it reject the use of representative government. All citizens should have equal voice in the selection of those to whom political power is delegated. The highest good for all cannot come unless all participate in seeking it.

Rule is by majority decision, but the majority must always be restrained by respects for the rights of the minority. Especially must the civil and religious liberties of all minorities be protected. Every minority group should have full opportunity to try to change by peaceful means the views of the majority. Minority opinion is cherished as a creative force in the social order. The rights of minority groups to criticize and to propose must be fully protected.¹⁴

Because democracy asserts that the government derives its just powers from the consent of the governed, it assumes that the free play of intelligence is desirable, and that

¹⁴Beery, Op. cit., pp. 67-68.

individual and group action should be based on the method of intelligence rather than upon revelation, intuition, or authoritative decree. This will have the effect of causing both social and individual development to be realized through calculated evolutionary means rather than through expedience or revolutionary violence. Beery has this to say regarding the free play of intelligence:

Issues which affect human welfare should be decided by reason, not by arbitrary, authoritarian imposition. All controversial matters concerning the general welfare should be fully and publicly discussed before decision is made. The people should discuss important proposed laws being considered by their legislature.

Democracy implies a faith that social arrangements can always be improved, and that this improvement can be accomplished by peaceful and orderly methods. In controversial questions, every effort should be made to seek agreement by discussion and compromise rather than by imposition of the majority by force. In particular, use of violence to prevent or to enforce organization of labor into trade unions is undemocratic.

Democracy is based on the principle that the best source of knowledge and wisdom to guide collective action is the pooled experience of all the people. The solutions of problems which are arrived at by rational discussion are the best solutions.

Democracy implies faith in the free play of intelligence. All problems should be open to reason and experimentation. All social institutions are subject to constant appraisal as to their suitability to current needs. Hence, democratic institutions, policies, and programs are constantly changing and evolving.¹⁵

The concept of democracy requires each citizen to become reliably informed concerning social problems in order

¹⁵Ibid., p. 68.

that he may act with others in their solution. The individual has freedom of action but this is not a laissez faire license. The citizen must accept individual and group responsibility for the result of such actions, thus the individual has duties and obligations in a democracy. Relative to the duties, obligations, and characteristics of a democratic citizen Beery states:

Democracy requires that the individual be as conscious of his duties as he is jealous of his rights, for all rights imply obligations. The responsibilities of citizenship are among the highest duties of man, and it is the duty of all to participate in the governing process. The democratic citizen casts his ballot at election time, obeys loyally any law which has reached the statute books, however much he may have been opposed to it beforehand, is ready to accept his full share of the burdens of organized social life, and is willing to give service to the general welfare without personal gain.

The democratic citizen has further characteristics. He keeps an open mind to the opinions of others; he is willing to face the truth in his own thinking. He has respect for elected officials, for expertness, and for trained leaders. He seeks to develop understanding and appreciation rather than blind obedience and has a strong desire and will to be a part of the governing procedure. He derives emotional satisfaction in the common good as distinct from narrowly selfish interests, and he votes accordingly.

He is sensitive to the lot of others, and bases his action on mutual recognition of rights. ✓ He is determined that the individual rights of all shall receive equal measures of public respect. He recognizes that there are areas in which the wishes of the individual are not as important as the wishes of the group. He denies the individualism which says that the good of all is best served if the individual be concerned only with his own interests. He believes that the welfare of each should be the concern of all. Only by working with others for the common good can individuals develop their highest selves.

And finally, the democratic citizen has faith in the democratic process. He believes it is the best possible form of government and entirely capable of dealing with the most profound and disturbing social and economic issues which may arise.¹⁶

Democracy -- a dynamic form of government. The last concept in the Declaration of Independence to be noted in this study is -- "whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute a new government, laying its foundation on such principles and organizing its powers in such form that to them shall seem most likely to effect their safety and happiness." Here is a criterion by which to judge government.¹⁷ When government becomes destructive of life, liberty and the pursuit of happiness it is no longer fit to continue. Because of this criterion government becomes dynamic as opposed to inactive. Government must change with time and circumstances in order that it can preserve life, liberty and the pursuit of happiness. Newlon¹⁸ reinforces the statement that democracy is a dynamic form of government when he says, "Democracy accepts social

¹⁶Ibid., pp. 68-69.

¹⁷Livesay, Op. cit., p. 33.

¹⁸Jesse H. Newlon, Education for Democracy in Our Time (New York: McGraw-Hill Book Company, Inc., 1939), p. 69.

change as a fact and believes in the possibility and desirability of social progress." In view of these quotations, democracy must always be dynamic in nature, not static, in order to fulfill the requirements of its basic criterion, i.e., how well the rights of the people are secured.

Synthesis of the Democratic Concept

From an analysis of the Declaration of Independence the definitive tenets in a concept of a democracy have been presented. Direct quotations from the written works of educators have been introduced as a supplement to and reinforcement of these definitive democratic elements. For purposes of further validating the canons of democracy and in order to write these basic postulates in short, concise form; the ideals of American democracy as written by Charles E. Merriam; a political scientist, are given below:

1. The dignity of man and the importance of treating personalities upon a fraternal rather than upon a differential basis.
2. The perfectibility of man or confidence in the development more fully as time goes on of the possibilities latent in human personality, as over against the doctrine of fixed caste, class, and slave systems.
3. The gains of civilization and of nations viewed as essentially mass gains -- the product of national effort either in war or in time of peace rather than the efforts of the few.
4. Confidence in the value of the consent of the governed expressed in institutional forms, understandings, and practices as the basic of order, liberty, justice.
5. The value of decisions arrived at by rational processes, by common counsel, with the implications, normally, of tolerance and freedom

of discussion rather than violence and brutality.¹⁹

That there is no serious conflict regarding the basic ideals of democracy between the political scientist, Charles E. Merriam, and the previous quotations from American educators is apparent.

From a few basic ideals and assumptions which compose the concept of democracy, the foundation is laid which will serve as a basis or frame of reference by which to evaluate the competence of elementary teachers. It is deemed prudent to close this sub-section by directly quoting Street who has astutely and logically synthesized the basic assumptions of democracy from the literature pertaining to this concept.

They are:

1. Paramount value on the dignity and inherent worth of each individual.
2. All who are influenced by a decision should have an appropriate part in its determination and in its implementation.
3. Every individual is obligated to become reliably informed concerning social problems and to act with others in their solution.
4. Actions, both individual and group, should be based on the method of intelligence rather than upon intuition, revelation, authoritative decree, or impulse.
5. Both social and individual development of the best kind is realized through calculated evolutionary means rather than through expediency or revolutionary violence.
6. Freedom of action is not laissez faire license, but rather is earned as the result of increasing individual and group responsi-

¹⁹Charles E. Merriam, What is Democracy? (Chicago: University of Chicago Press, 1941), p. 8.

bility for the results of such action.²⁰

Democracy -- A Method

The assumption is made in this study that democracy accepts social change as a fact and desires social progress. The democratic concept is dynamic in nature, keeping up with changing conditions in order to better secure for individuals life, liberty and the pursuit of happiness. Democracy then, is a method for the preservation of life, liberty, and the pursuit of happiness. Regarding the concept of democracy as a method Mursell says:

The method of democratic society is to use government to work for compromise and understanding. This does not mean necessarily or typically that one or both contestants lessen their demands and take half a loaf rather than no bread; for the mediated solution may actually turn out more advantageously for all concerned than a partisan victory. Not only may it include more relevant and constructive factors, but it constitutes a pattern of action in which all can concur. This has been shown again and again; for instance, in the conference method of settling labor disputes under an expert arbitrator who brings the parties together and opens up avenues of discussion; for it is often found that the good will and cooperativeness so generated prove a greater advantage than a total triumph for either side on the basis of its original contention.²¹

What is the basis for the method of democracy? How can a social change be made, or a dispute be settled by

²⁰Calvin M. Street, "The Development of a Competency Pattern with Application to the Area of Industrial Arts Education," (Unpublished Ed. D. thesis, Department of Education, The University of Tennessee, August 1953), p. 442.

²¹James L. Mursell, Education for American Democracy (New York: W. W. Norton & Company, Inc., 1943), p. 14.

arbitration in the interests of all members of society?

Newlon states:

Democracy places its reliance on experience and tested knowledge. It is thoroughly scientific and experimental in its outlook and method. This does not mean that long-term planning is impossible, but it does mean that planning should be based, as far as possible, on scientific data and that plans must always be subject to review in accordance with ways provided for by law, and open to criticism under the protection of the historic guarantees of civil liberty.²²

Thus democracy espouses the method of intelligence. It has been called by various names, i.e., the scientific method, the method of inquiry, and the problem-solving method, yet in all of its interpretations the central ideas remain the same. The method of intelligence will be dealt with adequately in a subsequent section. Suffice it to say that this concept is the essence of the democratic method.

Even though emphasis has been given to the fact that democracy is essentially a method or a process, the fact should be emphasized that the democratic concept is even more as pointed out succinctly by Smith, Stanley, and Shores:

Democracy will always stress methods and techniques or resolving differences of opinion since one of its commitments is to the widest possible participation of the people in reaching a consensus. But to equate democracy with methods of thinking and working together, in this age of shrinking moral commitments, is no less perilous than to conceive of it merely as a political system. Democracy is more than methods of collective action. It is a set of

²²Newlon, Op. cit., p. 68.

moral principles, including the principle of free inquiry and deliberation, for the control of every aspect of social life.²³

The belief is held that the definitive tenets in a concept of democracy have been adequately spelled-out. They, in turn, will act as a frame of reference and evaluative criteria for the educational theory, the next progression in the theory of this study. Naturally, the theory of education presented must exhibit compatibility or at least show lack of conflict with the basic postulates of democracy. The basic canons of democracy are the foundation of the Competency Pattern for elementary teachers since this behavior pattern is developed as a guide for the teachers in the American public elementary schools.

The Theory of Education

Two prominent characteristics have stood out during the course of the discussion regarding the Competency Pattern Concept (Chapter II) and the theory of democracy. They are:

1. Both concepts (democracy and the Competency Pattern Concept) are dynamic in nature.
2. Both are methods or processes.

In order that coherency may be realized, a prerequisite of this study, the theory of education finds its inception in

²³Othanel Smith, William O. Stanley, and I. Harlan Shores, Fundamentals of Curriculum Development (New York: World Book Company, 1950), p. 111.

an exposition of the method of intelligence. Both democracy and the Competency Pattern rely on the method of intelligence since both of these concepts are procedures for attacking problems. Both concepts rely on experience and tested knowledge. The method of obtaining tested knowledge through the media of experience is known as the method of intelligence. This method was first developed in the field of the natural and physical sciences, hence the name it is commonly known by is the scientific method. As previously mentioned, it has since been known by many other names including the term critical thinking. In this study the method of intelligence is based on the following assumptions:

1. The assumption is made that the method of intelligence is the most intelligent method yet devised for dealing with all kinds of problems.

2. The assumption is made that this method of determining truth and knowledge is applicable to all areas of human living.

3. The assumption is made that through the use of this method the quality of human living is improved as people learn to behave with more intelligence.

The Method of Intelligence

Dewey²⁴ once made the statement: "But if democracy

²⁴John Dewey, Democracy and Education (New York: The Macmillan Company, 1916), p. 142.

has a moral and ideal meaning, it is that a social return be demanded from all and that opportunity for development of distinctive capacities be afforded all." Now the question immediately is posed: "How can a social return be demanded from all in accordance with the distinctive capacities of the individuals concerned?" The answer is relatively simple: "To think critically about the problems and issues that confront democracy society and to effect their solution or partial solution through the use of the method of intelligence." Each individual can participate in this process in accordance with his distinctive capacity. Through group participation the persons involved will expand and enlarge their individual capacities. A social return from all can become a reality if the method of intelligence is put to use.

An undergirding assumption of this study is that the method of intelligence can be used for: (1) the solution of individual problems, and; (2) the solution of group problems. If this is so then it becomes a primary objective of the school to teach this concept since democracy is dependent on this method for the solution of social problems and, in line of progression, the school should reflect the philosophy of the cultural climate within which it operates.

As to the importance of this general plan for solving man's problems Dewey says: "Mankind now has in its possession

a new method, that of cooperation and experimental science,"²⁵ and "Intelligence after years of errancy has found itself a method."²⁶

The method of intelligence is based on reason and logic and above all it represents "an attitude toward truth and constitutes a procedure for applying certain rigorous criteria to the attitudes and findings."²⁷ These criteria serve to eliminate human error and, as a result, errors in reasoning. Reason, the orderer of impulse and habit, is a prominent feature of the method of intelligence. Of this concept Ratner relates:

The elaborate systems of science are born not of reason but of impulses (and habits) at first sight and flickering; impulses to handle, move about, to hunt to uncover, to mix things separated and divide things combined, to talk and to listen. Method is their effectual organization into continuous dispositions of inquiry, development and testing. It occurs after these acts and because of their consequences. Reason, the rational attitude, is the resulting disposition, . . . The clew of impulse is . . . to start something. . . . It leaves no time for examination, memory and foresight. But the clew of reason is, . . . to stop and think. Force, however, is required to stop the ongoing of a habit or impulse. This is supplied by another habit. The resulting period of delay, of suspended and postponed avert action,

²⁵John Dewey, Liberalism and Social Action (New York: Putnam Company, 1935), p. 83.

²⁶Ibid., p. 93.

²⁷Orin B. Graff, and Calvin M. Street. Improving Competence in Educational Administration (New York: Harper & Brothers, Publishers, 1956), p. 141.

is the period in which activities that are refused direct outlets project imaginative counterparts.²⁸

The fact that habits are an aid to the method of intelligence is attested to by Hopkins:

Without such habits he (the individual) would approach new experiences with an unorganized accumulation of specific learning. The upbuilding of intelligence would be an exceedingly slow, if not impossible task. Habits, then, are an important aid to the improvement of thinking.²⁹

As an aside, it should be pointed up that effective habits are learned through the use of the method of intelligence; the act of visualizing the whole situation and then relating the parts to the whole. This establishes a direct relationship between the method of intelligence and habits; one the cause (the method of intelligence), the other the effect (functional habits).

Definitive Elements in the Method of Intelligence

What are the definitive elements of the method of intelligence? The writers of today have modeled their concept of problem-solving after Dewey's account of this process. Rugg has paraphrased Dewey's delineation of the method of intelligence in the following manner:

First: We recognize the problem; we confront it directly-directly. Dewey calls it the "felt-difficulty" . . . the "forked-road situation." It

²⁸Joseph Ratner, The Philosophy of John Dewey (New York: Henry Holt and Company, 1928), p. 293.

²⁹Hopkins, Op. cit., p. 285.

has become a problem -- impulsive, habitual behavior will no longer serve. We confront alternatives: hence we must choose. The situation is tense; we must confront it directly in head-on-collision.

Second: We meet it in the rapid process of calling up suggestions . . . ways of behaving . . . from our past experience. In imagination we bring to consciousness things that we might do, find factors that may fit the situation.

Third: We try them, comparing and appraising, rejecting one or another.

Fourth: We accept one and act upon it.³⁰

Livesay³¹ lists a rather complete number of discernible steps involved in the method of intelligence in short, terse phrases: The include:

1. Defining the problem.
2. Formulating an hypothesis.
3. Testing validity of formulated hypothesis.
4. Deciding on kind of data needed.
5. Setting up procedures.
6. Collecting data.
7. Interpreting data.
8. Forming conclusions.
9. Testing conclusions.

The assumption was made earlier in this study that the method of intelligence would work equally well in the solution of individual problems or in solving group problems. Savage confirms this assumption when he lists the following procedures in a group problem-solving pattern:

1. Clarifying common problems or purposes.
2. Exploration and analysis of the problem through collection, organization, and interpretation of data as a means of getting at the problem.

³⁰Harold Rugg, Foundations of American Education (New York: World Book Company, 1947), p. 114.

³¹Livesay, Op. cit., p. 181.

3. Formulating or hypothesizing solutions or ameliorations of the problems.
4. Testing the solution or trying out the plans in the situation for which they were intended.
5. Evaluating hypotheses and plans in terms of their practical effectiveness and modifying plans and procedures as needs suggest.³²

It is apparent that both group and individual procedures inherent in the method of intelligence are essentially the same.

The Teacher's Point of View

It is tautological to state that a teacher's point of view greatly determines his concept of competency in job performance. This being true, it is an impossibility to construct a Competency Pattern for elementary teachers without including philosophical concepts. Since the assumption has been made (Chapter I) that any educational theory postulated in this study must be compatible with the basic canons of democracy, it naturally follows that educational philosophy, as a segment of the educational theory presented, must also conform to this assumption.

It is not within the province of this investigation to give a detailed description of all the different philosophical concepts evolved throughout the ages as time and space will not allow this feat to be performed. Instead, a resume' will be presented of four major groups of philo-

³²Tom Kent Savage "A Study of Some of the Competencies Needed by the Elementary School Principal to Supervise Education and Instruction" (Unpublished Ed. D. thesis, Department of Education, The University of Tennessee, August 1953), p. 133.

sophical thought for purposes of contrast. They are: Christian traditionalism, humanism or idealism, realism or essentialism, and pragmatism or experimentalism. The assumption is made that this procedure will cause the educational philosophy compatible with the tenets of democracy to stand out more distinctly. In order that the resume' given of these broad philosophical categories may embody the basic conceptual understandings which compose their make-up, the following areas of interests will be briefly treated; first, the nature of the universe; second, the nature of man; third, the nature of truth; fourth, the nature of education; fifth, the nature of society; sixth, the nature of morality. For amplification and detailed discussion of the different educational philosophies the reader is referred to the works listed in the footnote below.³³

³³Theodore Brameld, Patterns of Educational Philosophy (New York: World Book Company, 1950); John S. Brubacher, Modern Philosophies of Education (New York: McGraw-Hill Book Company, Inc., 1955); Orin B. Graff and Calvin M. Street, Improving Competence in Educational Administration (New York: Harper and Brothers, Publishers, 1956), pp. 55-61; John T. Walquist, The Philosophy of American Education (New York: Ronald Press Company, 1942); Herbert Y. Livesay, "A Competency Pattern for the General Supervisor as Expressed in Theory" (Unpublished Ed. D. thesis, Department of Education, The University of Tennessee, August 1955), pp. 55-61; Norman Woelfel, Molders of the American Mind (New York: Columbia University Press, 1933).

Christian traditionalism. Since the universe was created instantaneously by a force outside itself, it is considered to be dualistic in nature, i.e., there are material things and objects in the material world and also nonmaterial things and objects of the spiritual world. The spiritual things are often in the ascendancy, for example, the belief is held that the spiritual world controls the materialistic world. Man is also considered to be dualistic in nature. He possesses a physical body composed of matter yet he also possesses an immaterial spirit. The spirit or soul is there to guide the earthly body into the right way of life (preparation for life after death), therefore, preparation and cultivation of the spirit is more important than care of the physical body. This concept is based on the assumption that the spirit or soul is eternal. Truth in the spiritual realm is always gained through revelation. In the material world it is possible for truth to be gained through intuitive reason, yet this manner of obtaining truth is under the direction of the spiritual world. Since truth is always the same in all circumstances and at all times and places it is the function of the mind to seek and receive truth. Education is considered a necessity; its purpose is to pass on the truths that have been revealed or discovered in the past and to train the mind to expand these truths and seek to discover more truth. There is a dualistic concept of society, i.e., members who do manual work and members who

engage in intellectual activity. Since social intercourse tends to degrade the mind and distract it from its task of self-perfection in the search for truth, the intellectual should live apart in the social order as far as circumstances will permit. This concept causes a static kind of society and, as a consequence, change occurs very slowly from outside the mass of society. Morality is governed by God given rules and laws. These rules and laws are to be followed without question. Reward (in the spiritual world) is given for compliance to these laws and rules and inversely stated, punishment is the rule for transgression.

Idealism. Idealism and humanism are so closely allied that no attempt in this study is made to separate them. These philosophies also hold faith in dualism, that is, the universe is made up of matter and intellect. Creditability is given to the fact that a true and ideal universe exists in a separate sphere apart from the material universe where man resides. Man enjoyed pre-existence in this unidentified sphere before birth. Man himself is dualistic. He is more than a highly trained animal (matter) because he has a spiritual type of mind. This mind (intellect) is very important since it provides the intellectual power needed to discover truth through intuitive reason. Truth exists in the ideal world which is apart from the present materialistic world. In view of this, the study of metaphysics and theology will lead to the discovery of truth.

The primary objective of education is to discipline the mind and make it effective in reasoning through intellectual activity. Education then does not concern itself with vocation nor does it tolerate the development of physical skills. Society is arranged in accordance with class stratification, i.e., those who work and those with intellectual ability. The intellectuals, who have been trained to reason, produce the truth which is used for direction of the working masses, and the dualistic notions pertaining to the universe and man are transferred to a concept of society. This type of society would set up an aristocracy (class society). Morality literally means adherence to the truths discovered by the great thinkers of the past. Change is gradual and can only come about as the intelligentsia discover new truths or new applications of old truths through intuitive reasoning.

Realism. As a philosophical school of thought, essentialism is associated with realism. The dualistic concept of the universe is abdicated and the concept that the universe is rational and fixed in nature is given prominence. A paramount belief is that the whole (universe) is made up of many parts and that the study of the parts is necessary before the whole (universe) can be understood. The universe then is a very real and tangible thing, operating by fundamental laws which are permanent and predictable. Because of the order and reason inherent in the universe it can be

readily comprehended by the senses. In line with this trend of thought, a monistic view is taken of man. In a real world run by immutable laws man is considered just another real object. True, man is a bit difficult to understand since certain complexities are in evidence in his nature, still he can be known and understood by making a study of his parts. This reasoning is based on the assumption that any real thing can be understood when reduced to its component parts and studied as such. Man has little control over the universe or his own destiny since he himself is only a single component part of the universe. Truth is reality, the fundamental and immutable laws. Through the use of the methods used in pure science, truth can be discovered. Statistical analysis, samplings, measurement, comparison, observation, inductive reasoning, and generalizations are representative of the methods used in discovering truth. The educative process is made up of subject matter (truths) discovered through the use of pure science. The purpose of education then is the acquisition of subject matter in the hope that the learner will form various concepts and develop general and abstract ideas. As the fundamental truths are discovered through the use of science, society will become static (as opposed to dynamic). Once science discovers all of the truths there will be no need for society to change; the millennium will be a reality. Morality consists of the fundamental truths about human conduct which have been

discovered by carefully scrutinizing human conduct over a long period of time. These moral concepts have been incorporated into the cultural traditions of society.

Pragmatism. Pragmatism, as an educational philosophy, has often been used synonymously with the term experimentalism because of its emphasis on the place of experimentation in understanding the nature of things. According to this philosophy, the universe is not fixed or static but rather in a constant state of change and creation (dynamic). The universe then is a product of evolutionary creation; a result of experimentation both automatic and planned. It is a foreground of situations (problems), thus monistic man has the possible opportunity of directing his destiny within the broader limits imposed upon him by environment and heredity. As problems arise from the universe, man can apply the know-how needed for a solution within the limits of his capabilities and resources. This philosophical concept assumes that mind, body, and emotions are qualities of the organism (man) and not separate entities. Man is not a trichotomy, rather he is a unity. Each person is thought of as being unique, i.e., the individual cannot be fitted into any one large classification such as a worker, soldier, or a leader. Under the assumption that man is born amoral as opposed to being moral or immoral, the belief is held that the human organism's personality is amendable to change through socialization. Faith is also evinced in the concept that

due to a pliable personality, change can also be self-induced since man is capable of purposeful action. Man is thought of as purposive; a goal maker and a goal seeker. Pragmatism conceives of truth as a relative fact made true by experimentation. In this sense truth is relative to time, place, person, and circumstance. Truth is derived from facts tested by experimentation in a particular situation. When truth is acted upon by an individual, this truth becomes knowledge to him. Pragmatic philosophy does not start with universal truths rather it considers each experience as unique. Hence, truths are induced from life experience through the use of reflective thinking in each situation. Universals may be induced only when enough specifics are available to be used as a basic for further reflective thinking. Even so, the universals must be subjected at all times to further experimentation in specific situations. Truth then is established in a problem-solving matrix. The nature of truth implies that education, as conceived by pragmatism, is the experiencing of life itself or a recreation of experiences. It consists of purposeful activity wherein new experience, knowledge, activity, and conceptions are used to modify, redefine, and reconstruct previously established experiences, concepts, and satisfactions in a creative manner. Pragmatic philosophy embraces a democratic type of society. This philosophy manifests faith in the worth and ability of man to use reflective think-

ing in problem-solving. Conjoint living where there is free social intercourse and exchange of ideas is deemed essential. New ideas are not suppressed, rather they are welcomed and allowed to compete with existing ideas and concepts. In reference to morality, pragmatism holds that man is neither inherently good or bad, instead he is amoral and amenable to change. Moral concepts are a product of human experience and, as such, change and grow as experience determines better ways of living and working together.

The Compatibility of Pragmatism with Prior Theory Elements

In summary; it can be truthfully said that pragmatism, as an educational philosophy, does allow juxtaposition with the Competency Pattern Concept, the basic postulates of democracy, and the method of intelligence. Broadly stated, pragmatic philosophy agrees with the basic principles inherent in the three aforementioned concepts because:

1. Pragmatism is dynamic in nature.
2. Pragmatism holds that the meaning of ideas is to be sought in their practical bearings.
3. Truth is to be tested by the practical consequences of action in a specific situation, thus truth is relative to time, place, and circumstance.
4. New ideas are given the opportunity to compete with older ideas and are accepted if proved practical and functional.

5. Pragmatism places faith in the worth and dignity of man and expresses confidence in his possibilities (man is a goal seeker and a goal maker).
6. Pragmatism expresses a belief that human behavior will become more intelligent through the use of the method of intelligence in problem-solving.

Conceptual Understandings Regarding the Learning Process

Since teaching is so largely concerned with the learning process, different conceptual understandings as to how learning is achieved will produce the same number of different ideas of teacher competency. There are four schools of educational psychology which roughly parallel the four previously discussed schools of educational philosophy. They are: faculty psychology, mental states psychology, behaviorism, and gestalt psychology. Attention will be directed toward these four educational psychologies at this point. One psychological concept will be accepted as directional to the development of a Competency Pattern for elementary teachers if it will allow juxtaposition with democracy and the elements of the dynamic, organismic, educational theory presented. The following facets of the four educational psychologies will be briefly examined; the nature of the mind, the nature of education, and the role of the teacher. This is deemed

sufficient for the purposes of this study yet since these descriptions are extremely condensed, the reader is again referred to the works of Bode, Graff and Street, Heidbreder, and Livesay for detailed information and application of these psychological theories.³⁴

Faculty psychology. This particular psychology holds the conception that the mind is made up of certain faculties, i.e., attention, memory, and reason. This belief came about as a result of the dualistic concept of mind and matter. Mind and matter are differentiated thusly; matter which comprises the entire composition of the body has weight and occupies space and above all has motion. All things that are not reducible to motion or mass are mind-substance (a non-materialistic substance). Since the assumption is made that the mind is composed of diverse faculties, it was logical to contend that the mind is trained by exercising its faculties of reason, will, imagination, and memory. These faculties are made even more powerful through the exercise of each specific faculty just as a muscle may be strengthened through

³⁴Boyd H. Bode, How We Learn (Boston: D. C. Heath and Company, 1940); Orin B. Graff and Calvin M. Street, Improving Competence in Educational Administration (New York: Harper and Brothers, Publishers, 1956), pp. 121-138; Edna Heidbreder, Seven Psychologies (New York: The Century Company, 1933); Herbert Y. Livesay, "A Competency Pattern for the General Supervisor as Expressed in Theory" (Unpublished Ed. D. thesis, Department of Education, The University of Tennessee, March 1955), pp. 62-66.

exercise. Once these faculties are strengthened through exercise their superior power is directly transferred to any unfamiliar task to be performed. Education, therefore, consists of training the various faculties of the mind through appropriate disciplines or exercises. The subject matter used in improving the faculties is not important as to the value of its content, rather the importance of the subject matter stems from the value the learner obtains in exercising his faculties. Certain subject matter fields are considered very suitable for the exercise and development of specific faculties. To illustrate, mathematics is thought to be an excellent subject for exercising and strengthening the faculty of reason; literature (memorizing prose or poetry), or foreign language is appropriate for exercising the memory with the result of strengthening its power, while any mystical kind of story (preferably Greek mythology) is wonderful for improving the faculty of imagination. Autocratic means of making the student do things obnoxious to him is a magnificent way to develop his will.

According to this viewpoint pupil purpose has no place in the scheme of things. All learning is teacher dominated. It is not important that the teachers have a complete understanding of the subject matter taught since the purpose or objective of the teacher is to train the mind. This psychological concept is responsible for the harsh, severe,

authoritative methodology that was dominant at one period in American history and still lingers on in some of the educational institutions of today.

Mental states psychology. This theory of learning retains the dualistic concept of a spiritual nonmaterial mind and an earthly body. Mind is thought to be a retainer of information like a great well which is to be filled with facts or subject matter. When properly trained, the mind is like a great library with all facts categorized and filed away for future use. These stored facts are called the apperceptive mass and are available at all times. Furthermore, these facts can be transferred in any and all future situations. From the viewpoint of this psychology, all learning starts with filling the mind with specific and appropriate facts. The assumption is made in this psychological school of thought that the stimulus for knowing comes from the external object. The mind's impression of the object is the product of observation and a mental reconstruction of what the object appears to be. The value of the observed object then is a property of a mental state in that the mind assigns its known value to the object apperception of an external object. The external object becomes a sense impression on the strength of present mental sensing in the light of previous experiences. The apperceptive mass (stored information) is not permanent; the mass can be altered by the reception of new experience values as

opposed to old precepts. This results in the development of a new idea (mental state) if the new experience is worthy of acceptance and exerts a dominating influence on the existing state of mind. Education is envisioned as the processes of mental organizations by regulation of sense impressions and expressions designed to build up the apperceptive mass.

These processes are formalized in a well-defined order the assumption being made that learning takes place in orderly stages of specific development. These formal processes are; first, preparation, student interest is created in the new facts to be learned by relating them to facts already known; second, presentation, the new facts to be learned are implanted in the minds of the students, i.e., new facts are added to the old; third, comparison and abstraction, a process by which the student welds the new facts with the old ones through deductive logic; fourth, generalization, which attempts to guide the learner in the development of concepts from the specific to the general; fifth, application, in which the specific facts and concepts learned are compared to other possible areas in an effort to explain further facts. In executing these five formal steps the teacher relies almost entirely on the logically organized textbook. Teacher purpose is paramount; the teacher is a walking encyclopedia although some of the old harshness is eliminated through the impact of the psychology of mental states. This is due to the idea that the presentation of facts to be learned should

be done in an interesting manner. The teacher then becomes a skillful director of the five formal steps yet in so doing, dominates the classroom.

Behaviorism. This atomistic school of psychology renounces the dualistic concept of nonmaterialistic mind and an earthly body. The mind, as such, is given no consideration whatsoever. According to this psychological theory the nervous system, and especially that part of the nervous system that is located in the brain, is made up of tiny nerve endings called neurons. Although the neurons are not joined, they are so constructed that impulses can pass from one to another. This process is alluded to as a synapse. Each time a neural impulse passes through a synapse it is easier for the next impulse of the same type to make the journey. In view of this notion, an oft-repeated stimulus-response activity creates a synaptic bond with the result of the stimulus-response relation becoming automatized. This is called the S-R bond. The Thorndikian laws of learning affirm this assumption of how learning is effected. They are, readiness, use, disuse, frequency, recency, and effect. Adequate provision is made to explain the concept of individual differences. It was noted that certain S-R bonds are more easily established in some individuals than in others because of differences in hereditary conditions or pre-natal chances. Also many people have more synapses than others. This explains the many kinds of different traits inherent in different individuals. The purpose of education,

from the viewpoint of this psychological theory, is to establish in learners the proper S-R bonds. Subject matter is broken down into its specific elements which are to be learned. The elements are found from notion studies and job analysis techniques. The elements are taught by rote drill, this drill being used until the student always responds with the correct specific answer. Flash cards, workbooks, job books, and drill recitations are some of the aids used to stamp in these specific responses. Learning is very mechanistic in nature; real learning is said to have become a reality when a certain specific element being taught has become a habit. The belief is held that there is a direct transfer of identical elements. Since the teacher has at his command an accurate motion study and job analysis to determine the discrete elements in a job, teaching competence consists of teaching these elements to the point that the learner reacts habitually. The student may immediately put these into practice in similar situations outside of the school. The teacher then is perceived as an expert in drill whose ultimate objective is to establish the correct S-R bonds within the learners, thus all learning is teacher directed in terms of the specific elements to be learned.

Gestalt psychology. A monistic view is taken of the mind and body by this theory of learning. This organismic psychological concept considers the term mind synonymous with the term function. Mind, as a function, is the total conscious state of the individual. Its purpose is to under-

stand things and to predict future consequences as the individual interacts with his environment. This function reconstructs new experiences in the light of previous experiences as the individual goes about the business of widening the horizon of his environment. Learning then is a process of reconstructing the interactive elements in the learners field (the field consisting of the organism and its environment) in order that these elements may be brought into proper relationships. With this acceptance of the learning process the assumption is made that the learner functions through establishing purposes, the seeing of relationships existing in a whole situation, selecting the appropriate stimuli bearing on the problem (situation) from all of the available external stimuli, gaining insights into all related situations or problems, and using method in the solution of his problems. The method used in the problem-solving method or the method of intelligence. In the use of this method the student first becomes aware of a problem or has an educational felt need. Then the student actively proceeds to see the possible relationships in the problem. After this, he seeks further information about the problem in terms of these relationships. Next, the learner interprets or sees what the information uncovered about the problem appears to imply and on this basis he decides what action should be taken. Lastly, upon proper experimentation with the results, the student appraises the results and points out further

educational needs. This is an over-simplification of the method of intelligence which has been discussed in a previous section of this chapter. This kind of conception regarding education holds that through purposeful and active endeavors to see relationships in his concerns, the student creates concepts or ideas about them. These big concepts or ideas can be transferred, i.e., transferred in the sense that they will help the learner engage in other problem-solving activities in situations outside of the school. One of the hoped for transfers of learning is that of seeing each situation as being unique. As an aside, the gaining of insights into the whole problem does not mean that the student cannot study the parts (smaller wholes). It is necessary to study the parts of a problem after the relationships existing in the whole situation (problem) have been seen and understood. These parts though must be reassembled into a whole after being dissected. The work with the elements (parts) of a problem should never become so engrossing that the learner loses sight of the whole. Education, under the assumptions of this psychological theory, includes the idea of feedback. To explain, as the individual proceeds toward his purpose or goal he uses the results of previous thinking and experimentation related to a similar purpose or goal and also gathers additional information concerning new difficulties and other results of present actions. This is fed back to the gestalt (mental picture) of the situation, thus

the mental picture of the situation is constantly changing with the result of future actions being modified by information furnished by the feedback system. The individual knows what he tried to do in the solution of his problem and the degree of success that he achieved. In solving a problem, the student acts upon it as a whole; mentally, physically, and emotionally. This does not indicate that the pupil acts as a trichotomy, rather he acts as a unity. Emphasis is placed on the purposes or objectives of the students under the assumptions of this organismic psychology. The teacher, therefore, must start with an understanding of where the student is in terms of his past experience and his present purposes. The role of the teacher is that of a guide, a resource person, and a consultant to the students. It is imperative that the teacher use the method of intelligence when needed and called for in her daily behavior. This will set a fine example for the students. After all, the method of intelligence is the heart of the gestalt or organismic concept of learning.

Agreement of Gestalt Psychology with Previously Presented Theory Concepts

This study contends that gestalt (organismic) psychology is in agreement with previously presented concepts, i.e., the Competency Pattern Concept, the basic postulates of democracy, the method of intelligence and pragmatic philosophy.

Following in condensed form are the broad categories in which agreement is realized and coherency is maintained:

1. Gestalt psychology is dynamic in nature, as opposed to inactive or static, and organismic in tone.
2. Emphasis is placed on the individual's purposes or objectives, (worth and dignity of the individual), (man is a goal seeker and a goal maker).
3. Man is able to exercise a choice in the solution of his problems (theoretically after he gains information from the best available sources).
4. The student has learned when he sees the relationships existing in the whole situation (man is a unity, not a trichotomy; a situation is a unity, not made up of separate entities).
5. All teaching procedures must start with where the individual is in terms of his past experiences (each individual is unique; an individual should participate in any activity in accordance with his capacity).
6. Emphasis is placed on the problem-solving method (the method of intelligence) as a means of solving problems.

The Harmony of Modern Physical and Natural Scientific
Concepts with Democracy and Educational Theory

The theory of democracy and the educational philosophy of pragmatism have presented the definitive elements in a sociological concept which can be applied to education. Ethical concepts (system of values) have been implied when not expressly stated in this study. The scientific psychological viewpoint (gestalt psychology) has been introduced as an element of theory along with the method of intelligence. All of the theory elements accepted as valid for the foundation of the Competency Pattern for elementary teachers have been organismic in tone. At this point it is deemed prudent to examine modern physical and natural scientific concepts in an effort to ascertain if these concepts will agree with the organismic tone of the foundational theory and the Competency Pattern Concept.

The physical sciences. The formidable fields of physics and chemistry formerly worked under the assumption that the atom was a self-sufficient, self-contained unity. This concept has now passed or is passing away as new knowledges become available regarding the atom. Bode describes the modern understandings regarding the atom as follows:

Every atom is located in a "field" and is continuous with that field, and every field is, in turn, overlapping with other fields, world without end. The field, and not the atom, is

now being regarded as the unit of action. A change anywhere is a change in a whole field, it is a manifestation of a process that is as wide as the field itself.³⁵

From the above quotation it can be seen that the atom and the field are considered as a whole and not broken into separate entities. The whole (atom and field) determines the function of the parts, i.e., the different elements of the atom (smaller wholes) and the different fields (smaller wholes) within the atom's field are affected by any changes in the atom or its field (the whole).

The natural sciences. Biology (a natural science) takes a similar view of man. Man and his environment constitute a field and are directly related to one another. Both man and his environment are dynamic in nature, hence a change in one necessitates a change in the other. As pointed out earlier in this study, the field may be considered as containing two wholes, e.g., the individual and the environment. Furthermore, there are smaller wholes within these two wholes, for example the face of the individual, or the nose on his face. In the field there are the smaller fields, e.g., the individual's immediate environment with which he interacts and his perceptual field (items appropriate to the individual's immediate purpose). These smaller wholes should be studied and dissected after insight has been gained

³⁵Bode, Op. cit., p. 216.

regarding their existing relationships in the larger whole. This is indeed an organismic view.

To illustrate this organismic or field concept, biologists say that the human organism is continually in the process of adapting himself to his environment. This organism surrounds its living cells with a chemically balanced fluid. The temperature of this fluid must be maintained at a certain level appropriate to cell life. These cells maintain their existence by interacting with this fluid. The body, in turn, depends upon this interaction process of the cells for its survival. Now any change in the individual's environment (field) must be accompanied by a corresponding change in the internal environment of the individual. This holds the connotation that the individual is also directly dependent upon the field (environment) for survival. Since the field is in a constant state of change (modern science accepts this statement as a fact), the internal environment of the human organism (the cells and fluid) must also be in a constant state of change in order to adapt itself to its field. This establishes a direct relationship between the individual and his field and shows the dynamic nature of both the individual and his field. This does not imply that parts of the individual or his field cannot be studied or understood, but it does hold the implication that before the parts are studied insight into the relationships existing in the large whole (the individual and his field) must be

understood before the parts (smaller wholes) can be thoroughly comprehended.

The organismic individual. The individual then Behaves as a whole while in the process of constantly interacting with the factors in his environment. "The organism acts as a whole by the medium of integrating unities and possessed functions, powers, or controls which tend to guarantee continued unity unless interference is encountered."³⁶ This imparts evidence to the fact that when the human organism's equilibrium is upset it does all within its powers to restore the balance. This constitutes learning. In the view of Burton:

Ample evidence exists showing life to consist of continuous effort to achieve a dynamic equilibrium. Environmental factors constantly disturb equilibrium, creating the state of tension from which activity and eventually growth and learning result. . . . The fact that a given and fixed equilibrium is never reached makes possible learning, improvement, evaluation. Change is constantly going on within the organism and in the environment. Living organisms are not closed systems maintaining their equilibrium in defiance but rather they are open systems in constant mutual interaction with the environment. Development and learning result from the interactive relationship.³⁷

Apparently harmony exists among the various organismic concepts presented in this study and the conceptual understandings inherent in both the modern physical sciences and

³⁶Kenneth Lynn Cleland, "A Competency Pattern for School Principals" (Unpublished Ed.D. thesis, Department of Education, The University of Tennessee, August 1955), p. 96.

³⁷William H. Burton, The Guidance of Learning Activities (New York: Appleton-Century-Crofts, Inc., 1944), pp. 144-45.

the natural sciences. Although the understandings which comprise these present day sciences have been briefly treated, they have greatly aided in imparting cohesion to the foundational theory, a required element in the Competency Pattern for elemental teachers.

The Organismic View of Modern Lists of Needs

Note should be taken that educators of today, when considering the individual needs for purposes of translating these needs into a more adequate educational program, turn not only to the basic sciences (biology, psychology and the other sciences) for a determination of student needs but also to sociology and anthropology. These needs are not listed as separate entities, i.e., the needs listed by the biologists or the needs listed by the anthropologist, rather they are listed as a unity taking all of these different facets into consideration. This is a strong indication that modern educators are taking an organismic view of meeting the needs.

To illustrate the above contention, a representative list of needs are presented as might be compiled by the biologist or scientist. They are:

1. The need for proper nutrients (food).
2. The need for protection from serious trauma.
3. The need for protection from the elements
(shelter and clothing).
4. The need for defense against disease.

5. The need for opportunity of growth development and reproduction.³⁸

The psychologist might list human needs as follows:

1. The need for a sense of belonging.
2. The need for love and affection.
3. The need for security.
4. The need for freedom from fear.
5. The need for achievement.
6. The need for esthetic satisfactions.

On the other hand, Graff and Street state that the sociologist and anthropologist might compile the following list of needs:

1. The need to work with others in the utilization of natural resources.
2. The need to understand and appreciate the evolution and development of the various social institutions.
3. The need to understand and make mutual adjustments with other people.
4. The need to communicate and exchange ideas.
5. The need to procure a livelihood.
6. The need to participate effectively as a citizen.

³⁸Graff and Street, Op. cit., pp. 181-82.

7. The need to maintain individual and group health and safety.
8. The need to improve home and family living.
9. The need to maintain and improve educative institutions.
10. The need to meet individual and group religious requirements.
11. The need to participate in the enjoyment of aesthetic creations, both as an observer and vicarious participant and as a creative worker.
12. The need for relaxation and recreation.³⁹

Theodore Brameld in his statement of needs aptly exemplifies the organismic viewpoint. In his words:

Most men do not want to be hungry: they cherish the value of sufficient nourishment.

Most men do not want to be cold or ragged: they cherish the value of adequate dress.

Most men do not want uncontrolled exposure either to the elements or to people: they cherish the value of shelter and privacy.

Most men do not want celibacy: they cherish the value of sexual expression.

Most men do not want illness: they cherish the value of physiological and mental health.

Most men do not want chronic insecurity: they cherish the value of steady work, steady income.

Most men do not want loneliness: they cherish the value of companionship, mutual devotion, belongingness.

Most men do not want indifference: they cherish the value of recognition, appreciation, status.

³⁹Ibid., pp. 182-183.

Most men do not want constant drudgery, monotony, or routine: they cherish the value of novelty, curiosity, variation, recreation, adventure, growth, creativity.

Most men do not want ignorance: they cherish the value of literacy, skill, information.

Most men do not want continual domination: they cherish the value of participation, sharing.

Most men do not want bewilderment: they cherish the value of fairly immediate meaning, significance, order, direction.⁴⁰

Krugg, an educator, observes the following four groups of needs:

1. Belongingness
2. Participation
3. Status, or recognition
4. Security⁴¹

The educators, Smith, Stanley and Shores, have written that among the basic needs which have been identified are food, sex, shelter, protection, growth, training, hygiene, movement, and social recognition.⁴²

The sources of human needs. The preceding listing and discussion on the subject of needs represent an effort to depict the organismic view taken on this topic by educators and further to show the great variety of recognized human needs. In concluding this portion of the study, it is pointed out that human needs are derived from two sources; basic needs and induced needs. To illustrate, food is a

⁴⁰Theodore Brameld, "An Inductive Approach to Intercultural Values," The Journal of Educational Sociology, 21:10-11, September 1947.

⁴¹Edward A. Krug, Curriculum Planning (New York: Harper and Brothers, 1950), pp. 35-37.

⁴²Smith, Stanley, and Shores, Op. cit., p. 258.

basic need (food is a required need for the continuance of human life) and in securing this basic need other induced needs have evolved. For example, different kinds and methods of farming have resulted from the attempt to supply this basic need. Because of the different types of farming and the different procedures used, various kinds of farm equipment are required. Again, food preparation, processing and preservation has caused many large industrial plants to come into existence with the concomittant special equipment needed. Financing, marketing and transporting the food products become a necessity. Specialized abilities and skills are needed to carry out these large-scale operations that the growing, manufacturing, financing, transporting and marketing of food products entail. Since these specialized abilities and skills are needed by the individuals who work at some task in the food industry, they become as important as the basic needs to the existence of these people (these individuals use their specialized skills and abilities to earn a livelihood, i.e., to supply their basic needs). Hence, in fulfilling one basic need many induced or derived needs are created. The organizational structure of society, e.g., division of labor, aids in creating many induced needs.

A presentation has been made of definitive concepts in a theory of education. No claim is made that a complete educational theory has been submitted, rather the big and

basic conceptual understandings in a theory of education have been discussed as a means of demonstrating the workings of the ideas depicted by the Competency Pattern Concept and to furnish the foundation (an element of the Competency Pattern) necessary for completing the Competency Pattern for elementary teachers. Since this educational theory has stood the test, i.e., has stood evaluation in terms of democracy, the assumption is made that the next phase of this study can be performed. From this educational theory the functions of the American public schools will be ascertained. These functions must be compatible with the theory of education presented in this study and also be compatible or show lack of conflict with the basic postulates of democracy.

The Functions of American Public Schools

Any society, whether it is autocratic or democratic in structure, desires to perpetuate its particular mode of life. Generally schools are the institutions designed by society to carry out this function although other institutions such as the home, church, and different societal institutions, both organized and unorganized, hold an important position in the performance of this function.

Democracy, as a basis for societal relationships, naturally hopes to perpetuate itself but not in the sense that the democratic way of life is a static, passive mode

of living good for all times and in all circumstances. It has been emphasized in this chapter that democracy is dynamic in nature as opposed to inactive. Furthermore, the democratic ethic contains the method for its own improvement (the method of intelligence) which expressly points out that democracy seeks to insure a revitalized way of life valid for all times and not a static one sanctified by age. With due consideration for the foregoing statements this study proposes that one of the functions of American public schools is to aid in the transmittal of the democratic cultural heritage.

But how is the democratic culture transmitted? Different educators have embraced many and varied theories regarding this function, some of the theories contrary to the implementation of the democratic principles. Nevertheless, these theories have been translated into actuality in the American public schools causing a lag between our present culture and the school program. The present task is to analyze a representative number of these theories or statements regarding the educational function of transmitting the democratic cultural heritage in the light of the accepted democratic principles and the educational theory set out in the preceding portion of this chapter.

Rousseau's Philosophy

Rousseau's philosophy of "development of the individual from within" has given some educators their cue for trans-

mitting the democratic culture through the child-centered school based on the emerging child needs curriculum. In essence, Rousseau advocated that the felt needs and interests of the child provided adequate guides for his educational development.

The whole trouble (with education) so he (Rousseau) maintained could be traced to the fact that we try to derive our standards for truth, goodness, and beauty from the social order, instead of deriving them directly from the individual. Wrong development results from the insistence that individuals must grow up in accordance with standards set by the social order and not in accordance with standards set by the nature of the individual. Since man is created in the image of God, there is no necessity for the imposition of standards from without. Such imposition means that children are victimized by the prejudices and superstitions and the greed of others.⁴³

As a solution to this dilemma Rousseau proposes:

. . . a system of education based on the proposition that sound development is a process of unfolding from within, instead of imposition from without. Patterns or standards for development were asserted to inhere in the nature of the individual. Pupils, therefore, were to learn in accordance with the promptings of their own interests and desires, without coercion or prescription. This was called education according to nature. Follow nature and the capacities of the individual for truth, goodness, and beauty will automatically come to full fruition.⁴⁴

It is doubtful that a child, even though properly cared for physically but reared without any contact with

⁴³Bode, Op. cit., p. 41

⁴⁴Ibid., pp. 41-42.

society, would display human characteristics. Modern understandings in psychology and biology tend to support this statement. The highly valued characteristics of the human organism show a direct relationship to society. Desirable behavior is not produced in isolation but in a social context. Furthermore, democracy assumes that it is possible to improve the individual through various social media.

Promotion of Christian Citizenship

Since religion was one of the primary factors that caused this country to be settled, many individuals advance the idea that the promotion of Christian citizenship is an excellent way of transmitting the cultural heritage. If this is the way that the transmittal process is to be accomplished, then the historical doctrine of the separation of church and state must be abandoned. People do not generally agree on religious doctrine (notice the many diverse religious sects) yet the vast majority of Americans do agree on the secular ethics utilized in the democratic concept. In view of this, it seems desirable to keep the doctrine of separation of church and state and leave the instruction in the dogmas of religion to the church and home.

Empirical Views of Transmitting the Culture

One of the first writers to take an empirical view of the educative process relative to transmitting the culture by

identifying five major classes of human conduct which he believed to be essential for the good life, was Herbert Spencer.⁴⁵ He was naturally under the influence of Social Darwinism. Briefly stated his human activities included:

- (1) activities that directly minister to self-preservation;
- (2) activities that indirectly minister to self-preservation;
- (3) activities which involves the rearing and discipline of offsprings; (4) activities involved in the maintenance of proper social and political relations; and, (5) miscellaneous activities which make up the leisure part of life.⁴⁶

Following along the same lines of their progenitor, (Spencer) the Commission on Reorganization of Secondary Education of the National Education Association gave to posterity what is commonly known as the seven cardinal principles which included; health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure, and ethical character.⁴⁷

Both Spencer and this commission did not utilize the traditional functions of education such as, knowledge for its own sake, harmonious self-development, and mental discipline, rather they stated the aims or functions of education in terms of the social realities of their day.

⁴⁵Herbert Spencer, Education (New York: D. Appleton and Company, 1860), pp. 13-14.

⁴⁶Loc. cit.

⁴⁷Bureau of Education, Cardinal Principles of Education, U. S. Department of Interior, Bulletin No. 35 (Washington, D. C.: Government Printing Office, 1918).

These aims or functions indicate the various areas of living that democratic education should serve yet there is nothing in them to suggest that they are peculiar to democratic theory.

Education for Adult Living

Other educators, holding the belief that education is preparation for future living, asserted that the educational function of transmitting the cultural heritage should be determined reliably and objectively by looking at adult society. The idea behind this movement was that from finding out and noting what adults do and desire to do, the American public schools would have a basis for designing a curriculum which, in turn, would prepare youth for adult living. This movement has been called the scientific movement in education. Prominent in this movement were Bobbitt,⁴⁸ Charters⁴⁹ and Waples.⁵⁰

Preparing youth for adult society would possible be a sure way of passing the cultural heritage of democracy if democracy was static in nature and not dynamic. Furthermore, children have a right to share in the determination of what they are to become and do. In thinking of the child in

⁴⁸Franklin Bobbitt, How to Make a Curriculum (Boston: Houghton, Mifflin Company, 1924).

⁴⁹Werrett W. Charters, Curriculum Construction (New York: The Macmillan Company, 1923).

⁵⁰Werrett W. Charters and Douglas Waples, The Commonwealth Teacher-Training Study (Chicago: The University of Chicago Press, 1929).

terms of the future adult, this theory places emphasis on the psychological idea of the stimulus-response method of teaching (behaviorism) and neglects to include helping the learner to develop ability in critical thinking.

Teachers as Creators of the Future Social Order

Finney⁵¹ endeavored to use a realistic philosophical approach in order to determine how the democratic cultural heritage should be transmitted. Believing that education was concerned with the self-realization of all persons, he concluded that this feat could be accomplished through a balanced participation in all the institutions of society which are in reality the objectives of education. Admitting that society and its institutions are dynamic in nature, he offers a solution to the problem of creating the social order of the future. In his words:

Potentially, the school is the steering gear of a democratic society. If society is to be engineered on the basis of ascertained knowledge and general enlightenment instead of on the basis of superstition, sentiment, and personal ambition, the scholars and educators must proceed to take their place at the wheel. It is the business of teachers to run not merely the school, but the world; and the world will never be truly civilized until they assume that responsibility.⁵²

It does not seem possible in a democratic society that one institution (the school) should be given the power to

⁵¹Ross L. Finney, A Sociological Philosophy of Education (New York: The Macmillan Company, 1929).

⁵²Ibid., pp. 116-17.

direct the course of other institutions contained therein. This would nullify the concepts of "confidence in the value of the consent of the governed"⁵³ and "confidence in the progressive development of the possibilities latent in the human personality as over against the doctrine of fixed cast, class, and slave systems."⁵⁴

The proposal concerning the masses being capable of imitation of any culture invented by the intellectually gifted (teachers) through memoriter learning is in direct conflict with modern psychological concepts (gestalt psychology) which has been accepted as compatible with the basic postulates of democracy in this study. Furthermore, this proposal is untenable in a democratic society since it denies the worth and dignity of each individual and negates the concept that all persons can learn how to act based on thinking.

Orientation of All to the Past

Morrison⁵⁵ proposed that the function of education lay in the development and maintenance of a common orientation for all. Like Finney he believed that society is made up of institutions but unlike Finney, Morrison's institutions are universal, i.e., they are grounded in the

⁵³Merriam, Op. cit., p. 8.

⁵⁴Loc. cit.

⁵⁵Henry C. Morrison, The Curriculum of the Common School (Chicago: The University of Chicago Press, 1931).

nature of things. His contention was that the universal institutions of the arts, sciences, and moral attitudes comprised the fabric of civilization. Since these institutions are present in all progressive societies the school program is universal and static in nature. Such a school program of necessity orients the students to the past; the cultural heritage remains static as the same conceptual understandings regarding the nature of society are passed on from generation to generation.

Morrison expressly denies the fact that democracy is dynamic in nature. His position also disputes the democratic principle of the ability of all people to learn how to act based on thinking and their ability to direct social change by calculated action. The concept of common orientation of all contradicts the dynamic nature of the philosophical and psychological understandings (pragmatism and gestalt psychology) accepted in this study as directly related to democratic theory.

Development of the Rational Man

Hutchins,⁵⁶ a prominent educator, asserts that the primary function of education is the development of the rational man. Education should unite man with man instead

⁵⁶Robert M. Hutchins, The Higher Learning in America (New Haven: Yale University Press, 1936).

of stressing individual differences. Man is united with man through common humanity which is found in the rational faculties of man. Education should strive to cultivate these faculties for the purpose of securing a common point of view. This position does not deny the obvious fact that societies are different, nor that problems confronting the individual are different in different societies. Also it does not negate the fact that education should be concerned with the development of citizenship. This position does assert that problems must be understood in terms of universal truths discovered by the rational man through revelation or intuitive reason.

Since this study has accepted the concept that truth is a relative fact that is made true by experimentation and reason (pragmatism) it must reject Hutchin's theory of eternal truths gained through revelation or the intuitive reasoning by the rational faculties of man. Again his position cannot be accepted when viewed in the light of democratic principles since democracy respects rich and varied personalities which enhance the quality of the common life with their unique gifts.

The Function of Improving the Way of Life

The point has been emphasized that one of the functions of the public schools is the transmittal of the cultural

heritage, yet if nothing is done over and beyond the transmission of the culture, there will be no improvement. The American public schools apparently have another function; that of improving the way of life. The question is immediately posed, how can the American way of life be improved? The assertion has been previously made in this study that the democratic ethic contains the method for its own improvement and that is the method of intelligence. Progress and improvement basically can be made only through the development and practice of critical thinking. If the method of intelligence then is the best procedure for making progress through the solution of problems, the American public schools should consider the teaching of the method of intelligence as one of their primary objectives. Another group of educators, members of the Southern States Cooperative Program in Educational Administration, agree with this educational aim since they point out that a major function of the American Public schools is: "To provide the opportunity for all the community's citizens to develop intelligently and cooperatively the proper know-how through the solution of appropriate problems in the various areas of living."⁵⁷

⁵⁷Southern States Cooperative Program in Educational Administration, "Tentative Progress Report on Planning for the Study of Preparation Programs in Educational Administration" (Nashville: SSCPEA, 1952), p. 25. (mimeographed).

This study accepts the above statement as a function of the American public schools. The function is mutually compatible with the function of transmitting the cultural heritage if the nature of democracy as a basis for societal relationships is given due consideration.

The School's Role in the Improvement of Community Living

Much has been said and written about the role of the school in the community or the community-school idea. Before this concept can be clarified it is necessary to define the community of present-day society. The community has been defined in the past as a group of people bound together by the geographical aspects of the terrain or a group of people with similar habits of living.⁵⁸ With the event of science and technology and its concomitant improved means of communication and transportation, the community is defined in terms of its institutions. This is succinctly pointed out by Graff and Street:

. . . A concentration of population is in reality not a single community but many communities. Each individual is a member of several communities and each community is composed of a service institution and its participating members. For example, a large metropolitan newspaper is an institution designed for the collection and dissemination of news and information. Its reporting organization and its community of readers may spread over a radius of hundreds and even thousands of miles. However, in

⁵⁸Graff and Street, Op. cit., p. 186.

the modern sense they form a community of people engaged in a cooperative enterprise. The same sort of relationship may be discovered in the other institutions.⁵⁹

Since a community is defined in terms of institutions, it is reasonable to state that each institution has certain functions to perform in the community, i.e., each institution is related to the community through the specific function or functions that it performs. For example, the function of the institution of medicine (medical community) is that of maintaining healthful living while religious institutions (religious communities) have the function of meeting the religious needs.

What is the schools role in the improvement of community living? If any institution should alter in the performance of its rightful function should the school take over and thereby weaken its legitimate functions? If the churches fail to meet the religious needs of the people should the schools attempt to perform this function?

The school has its full quota of responsibility in the improvement of community living by enabling learners to develop the know-how and reflective thinking abilities necessary for the solution of appropriate problems in the various areas of living. In the words of Graff and Street:

⁵⁹Loc.cit.

The school is to guide its learners in critical thinking regarding the various institutional communities of which they are members. In this way it discharges its obligation with regard to reflective thinking, at the same time making education "life-centered" by the use of currently important problems. And finally, general community living is improved because of the evaluation done by the members of the school community.⁶⁰

This quotation holds the implication that the school, as a problem-solving laboratory, may use many of the activities engaged in by other community institutions but with a different purpose in view; that of creating a situation whereby the student may learn to think more effectively about the purposes, problems, and know-how involved in the operation and maintenance of the various community institutions. This is the method of obtaining an improved way of life.

In summary this study agrees with the telic functions of the American public schools as proposed by Graff and Street. Broadly stated they are:

1. To aid in the transmittal of the democratic cultural heritage.
2. To enable learners to develop the know-how and reflective thinking abilities which are a necessity for successful living and the improvement of a way of life.⁶¹

As portrayed by Figure 1, (see page 53) a theory of

⁶⁰Ibid., p. 187.

⁶¹Ibid., p. 188.

education has been presented which is grounded in a theory of democracy. From the theory of education the functions of American public schools have been postulated. This leads in vertical progression to a theory of elementary education, the subject for discussion in Chapter IV. As is apparent, the Competency Pattern Concept becomes more selective and restrictive as it progresses, i.e., the theory of education must show lack of conflict with the tenets of democracy while the functions of the American public schools must be compatible with both the canons of democracy and the theory of education presented. Extreme care must be taken then in constructing the theory of elementary education since it must not contradict the democratic principles, the educational theory, nor the postulated functions of the American public schools.

Summary

An analysis of the elements of the foundational theory have been presented in this chapter. The basis for the construction of the foundational theory lies in democratic philosophy. The fact that democracy is a formula for human relationships was emphasized. From an analysis of the Declaration of Independence the definitive elements in a concept of democracy was introduced. The conclusion was reached that although democracy is a method or process, the

democratic concept has a deeper significance; democracy is a set of moral principles utilized for the control of every aspect of social life (a formula for human relationships).

From the theory of democracy the discussion moved forward in vertical progression to a theory of education. In an effort to effect coherence, the educational theory found its inception in an exposition of the method of intelligence since democracy relies on this method for solving problems. Next, the teacher's point of view was presented in terms of four major groups of philosophical considerations, i.e., christian traditionalism, idealism or humanism, realism or essentialism, and pragmatism or experimentalism. The conclusion was reached that pragmatism, as an educational philosophy, was compatible with the Competency Pattern Concept, the basic postulates of democracy and the method of intelligence. In connection with the four philosophical schools of thought, four schools of educational psychology, were presented which roughly paralleled the four categories of educational philosophy. They were; faculty psychology, mental states psychology, behaviorism, and gestalt psychology. Gestalt psychology was found to be in agreement with the previously presented concepts. The concepts inherent in the modern physical and natural sciences were next introduced. These concepts exhibited harmony with democracy and the elements of educational theory accepted as valid in this study. Immediately following this discussion,

a modern list of needs were stated. The needs listed made it apparent that many educators take an organismic view of human needs. A sub-division was devoted to the source of human needs in order that a clear picture of this educational concept (needs) might be obtained.

From the theory of democracy and the elements of educational theory presented, the functions of the American public schools were postulated. Statements of functions made by some educators were introduced. Many of the functions postulated by these educators were rejected when evaluated in terms of democracy and the theory of education compatible with the democratic concept. The functions accepted as valid for the American public schools were compatible or exhibited lack of conflict with the foundational theory of the investigation.

CHAPTER IV

THE THEORY OF ELEMENTARY EDUCATION

The purpose of this chapter is to set forth a theory of elementary education that is compatible with the foundational theory previously presented in the third chapter and which will lend support to this basic theory in postulating the democratic functions of elementary teachers. The same assumptions on which the reasoning for developing a foundational theory have rested are equally applicable to the development of an elementary educational theory. Briefly stated these assumptions are:

1. A workable Competency for elementary teachers can only be derived from a single theory.
2. The theory of the Competency Pattern for elementary teachers must be mutually compatible with the cultural climate in which it operates.

With the completion of the theory of elementary education as related to the foundational theory, the second listed sub-problem will be accomplished, i.e., the delineation of the premises necessary for postulating the functions of elementary teachers. Another objective secondary in nature will be partially realized in this chapter; that of deriving the critical areas from the postulated functions of elementary teachers. Attention is again focused on the criteria

introduced in the second chapter for the selection of the critical task areas. To reiterate, the criteria were stated as follows:

1. Do the functions postulated for elementary teachers indicate the critical task areas?
2. Do a large number of the tasks of the job under consideration focus in the proposed area?

The requirements of the first criterion will be satisfied in this chapter but it is the responsibility of a subsequent chapter (Chapter V) to fulfill the requirements of the second criterion. The secondary objective of this chapter is advanced in an effort to present evidence of the organismic tone of the study, i.e., all chapters, sections, and sub-sections are interrelated. The interrelatedness of the foundational theory and the theory of elementary education also stand as testimony to the organismic nature of this investigation. Chapters, sections, and sub-sections are employed only for the purpose of lucidity and efficiency.

Inasmuch as the scope of this study does not permit the presentation of a complete theory of elementary education, only certain elements of elementary educational theory are introduced herein. These theoretical elements are an extension of and supplement to the foundational theory. Furthermore, the elements serve as topics for the discourse relative to a theory of elementary education. The topics to be considered in this chapter are: (1) an organismic concept

of child growth and development; (2) the democratic objectives of elementary schools; (3) the elementary school curriculum; (4) a concept of methodology; (5) a concept of democratic leadership; and (6) the elementary teacher as a member of the profession.

The last portion of this chapter is dedicated to the task of postulating the democratic functions of elementary teachers as reflected by the foundational and the elementary educational theory. With the statement of functions the first segment (theory) of the Competency Pattern for elementary teachers is terminated.

An Organismic Concept of Child Growth and Development

The American public elementary schools are unique in that generally the functions of instructing and guidance are carried on simultaneously. Elementary schools are not too greatly concerned with guidance in the sense that students are aided in finding their life's vocation, rather the elementary schools' primary interest is helping students toward self-discipline and self-direction. This kind of guidance should be part of the educational method employed by elementary teachers. Guiding the learning experiences of elementary students has as its chief objective the development of a competent citizen, (through the teaching of skills, values, attitudes and appreciations) who will be able to take

his place in American society and have at his command the know-how and reflective thinking abilities which are a necessity for successful living and the improvement of a way of life.

In order to deal justly and intelligently with children through the educational function of guiding learning experiences, it is extremely important that elementary teachers have a knowledge of the concept of child growth and development. Millard bears witness to this fact when he points out the importance of the principles of child growth and development to teachers as follows:

A knowledge of the principles of child growth is of great importance to the teacher. A teacher who has the opportunity to study the normal course of maturation and who understands the data so collected has a much better background for dealing justly and intelligently with children. Such a teacher realizes, for example, that a limited amount of growth near the beginning or end of a cycle can mean as much as a far greater gain near the middle of the maturation period.¹

Reaffirmation of the fact that teachers should have a knowledge of child growth and development is presented by a group of teachers studying the emphasis of this concept in teacher education. This group came to the conclusion that the prospective teacher should know the following generalizations regarding child growth and development:

¹Cecil V. Millard, Child Growth and Development (Boston: D. C. Heath and Company, 1951), p. 27.

1. The prospective teacher has the problem of learning to respect the wisdom of the body.
2. The prospective teacher has the problem of learning about nutritional needs of children and how they may be met.
3. The prospective teacher has the problem of learning to understand the patterns and variations of structural growth and their functional accompaniments.
4. The prospective teacher has the problem of coming to know of the most prevalent hazards to child growth.
5. The prospective teacher has the problem of recognizing the dynamic character of childhood.²

Sufficient evidence has been cited to indicate the importance of a knowledge of child growth and development to elementary teachers as they perform the function of guiding the learning experiences of students in the elementary schools. Other reasons why this concept is useful to elementary teachers are:

1. A knowledge of child growth and development is needed by elementary teachers as one of the premises to be used in curriculum improvement activities.
2. A knowledge of child growth and development is useful to elementary teachers as part of the frame of reference needed when the teachers

²The American Association of Teachers Colleges, Child Growth and Development Emphasis in Teacher Education, (Chicago: The Callaboration Center, 1941), pp. 17-29.

share in the formulation of policies and programs plans in their individual schools and on a system-wide level.

3. A knowledge of child growth and development is needed by elementary teachers as part of a frame of reference when the teachers participate in professional improvement activities.

Definitive Elements in an Organismic Concept of Child Growth and Development

The current concept of child growth and development considers the child as a whole organism as opposed to studying the child in terms of his physical, mental and social development with all of these studied as separate entities. The bio-socio-psychological aspects of child growth and development are studied simultaneous, in other words, an organismic view is taken of the child (the whole child). Using the organismic view as a foundation for listing the basic principles of child growth and development, Millard states them as follows:

1. Growth is qualitative as well as quantitative.
2. Growth is continuous.
3. Growth is individual.
4. Growth is modifiable.³

Millard further clarifies the modern concept of child growth and development when he writes:

³Millard, Op. cit., pp. 11-18.

The development of the individual as a whole is a complex process in which there are innumerable kinds of growth maturing in a coordinative relationship with each other. Each sequence follows the same general pattern with well-defined beginning and end points. Simple growth begins early and ends early; more complex growth takes a longer period of time.⁴

Child growth and development is directly related to the learning process. Millard affirms this statement when he relates growth to learning as follows:

1. Growth and learning are supplementary.
2. Learning is best at certain periods of maturity.
3. Learning is best as a part of a general pattern.⁵

Havighurst, taking an organismic view of developmental tasks in terms of the current concept of child growth and development defines a developmental task thusly:

. . . a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks.⁶

Embracing an organismic view regarding the source of developmental tasks Havighurst writes:

Thus developmental tasks may arise from physical maturation, from the pressure of cultural processes upon the individual, from the desires,

⁴Ibid., pp. 18-19.

⁵Ibid., pp. 21-23.

⁶Robert J. Havighurst, Developmental Tasks and Education (New York: Longmans, Green and Company, 1952), p. 2.

aspirations, and values of the emerging personality, and they arise in most cases from combinations of these factors acting together.⁷

The definitive elements in an organismic concept of child growth and development have been presented in terms of first, the basic principles of child growth and development; second, the development of the whole child; third, the relationship of child growth and development to the learning process; fourth, the organismic view taken of the concept of developmental tasks. In summary, it can be stated that the organismic concept of child growth and development is compatible with the foundational theory elements previously presented because:

1. The concept is dynamic in nature.
2. The concept exemplifies the goal-seeking characteristics of the human organism (developmental tasks).
3. The concept holds that the child should be viewed as an organismic whole, not as the sum of its parts.
4. The concept proposes that the individual can be taught to behave intelligently (growth is modifiable).
5. The concept emphasizes the fact that each individual is unique (growth is individual).

⁷Ibid., p. 4.

In retrospect, if the individual can be taught to behave intelligently, then one of the functions of the American public schools accepted as valid in this study can be made a reality, i.e., learners can be enabled to develop the know-how and reflective thinking abilities which are a necessity for successful living and the improvement of a way of life.

The Democratic Objectives of Elementary Schools

The American public elementary schools are somewhat different from the secondary schools in that they are obligated to provide educational experiences for all the children of the American populace who are physically able to attend school. The secondary schools also have this obligation, yet in some instances, students do not enter the high schools due to the fact that they have reached the age limit for which school attendance is not compulsory, and have obtained work permits or married. On the other hand, most attendance laws require children to attend school until they are sixteen or seventeen years of age, thus the elementary schools must guide the educational development of children who are gifted, dull, and mediocre. Objectives are needed to act as guidelines for the elementary schools in this endeavor.

This section will be devoted to exploring the follow-

ing concepts: (1) the functions of educational objectives, and (2) the aim of educational objectives and examples of objectives accepted as guidelines for elementary schools.

The Functions of Educational Objectives

Herrick and associates list the following functions that educational objectives serve:

1. Objectives define the direction of educational development.
2. Objectives help select desirable learning experiences.
3. Objectives help define the emphasis to be made in an educational program.
4. Objectives form one of the major bases for evaluation.⁸

The functions of educational objective indicate their importance to the educational programs of the American public schools. In essence, educational objectives are the undergirding elements of the schools; a synthesis of the operational beliefs of the school personnel. As such, objectives determine the kind and quality of the educational programs of the American public schools.

The Aim of Educational Objectives and Examples of Objectives Accepted as Guidelines for Elementary Schools

The primary aim of educational objectives, as a general

⁸Virgil E. Herrick, et al, The Elementary School (Englewood Cliffs: Prentice-Hall, Inc., 1956), pp. 83-85.

rule, is the development of a competent citizenry in democratic society. Herrick and associates support this conclusion in their presentation of the function of American elementary schools as related to objectives when they write:

1. Good citizenship is our major responsibility.
2. Definitions of objectives are definitions of good citizenship.⁹

These educators further contend that most of the important aspects of the concept of good citizenship can be placed under the following four headings:

1. The abilities important for effective communication.
2. The abilities important for effective thinking.
3. The abilities important for living effectively with oneself and with other people.
4. The abilities and skills associated with identifying, selecting, and using effectively human and material resources for learning and development.¹⁰

The fact that educational objectives has as their aim the development of a competent American citizen serves to reinforce and clarify the functions of the American public schools previously presented in this study which are:

1. To aid in the transmittal of the democratic cultural heritage.
2. To enable learners to develop the know-how and reflective thinking abilities which are a necessity for

⁹Ibid., p. 86.

¹⁰Ibid., pp. 88-89.

successful living and the improvement of a way of life.¹¹

Consideration has been given to the functions of educational objectives and the primary aim of educational objectives. At this point it is deemed prudent to introduce two lists of democratic educational objectives as examples of the objectives which can be used as guidelines for elementary schools in formulating their educational program and in performing the functions of transmitting the democratic cultural heritage and enabling learners to develop the know-how and reflective thinking abilities necessary for successful living and improving the democratic way of life. The first list of democratic objectives as developed by Saucier includes the following items:

1. To accept and practice democracy as a way of life.
2. To develop an ever increasing range of personal and social interests.
3. To develop sound habits of thinking.
4. To evolve a broad social outlook and sensitivity.
5. To acquire facts and skills meaningful to the child and individually and socially useful to him.
6. To develop attitudes and habits conducive to physical soundness and efficiency.¹²

Cleland has formulated a more extensive list of democratic objectives which can be used as a framework for the educational program in American elementary schools as follows:

¹¹Orin B. Graff and Calvin M. Street, Improving Competence in Educational Administration (New York: Harper & Brothers, Publishers, 1956), p. 188.

¹²W. A. Saucier, Theory and Practice in the Elementary School (New York: The Macmillan Company, 1951), pp. 109-10.

1. To control the natural growth of the whole person and the utilization of his natural capacities to the maximum of their potentialities.
2. To enrich present living.
3. To develop personal and social security.
4. To attend to the immediate needs of the individual.
5. To achieve the development of self-control based upon a desire for personal social service.
6. To create the attitude of contribution to the general social welfare.
7. To foster the development and improvement of the natural interests of the individual.
8. To develop a free, creative self-expression of personal ideas.
9. To develop intelligence for the judging of human affairs.
10. To modify undesirable acquired tendencies and adapt them to the present social environment.
11. To critically examine and evaluate all social institutions.
12. To develop a realization that the welfare of society can be advanced best by intelligent cooperation.
13. To develop the ability to recognize, analyze, and solve daily problems; to learn to use the scientific method.
14. To develop the traits of critical and creative thinking.
15. To provide the individual with a working knowledge of his body aimed at the preservation of health.
16. To teach individuals the basic skills, understandings, attitudes, and concepts as the tools for present living.
17. To develop an understanding of relationships of experiences; to integrate ideas; to understand the meaning of wholeness.
18. To develop attributes which are necessary for participation in the democratic scheme of living.
19. To provide an understanding of democracy, a working knowledge of its concepts, through living a democratic example.¹³

¹³Kenneth Lynn Cleland, "A Competency Pattern for School Principals" (Unpublished Ed. D. thesis, Department of Education, The University of Tennessee, August 1955), pp. 128-30.

Two lists of democratic educational objectives have been set forth for the purpose of demonstrating the concepts inherent in a list of objectives that are democratic in nature. The assertion is made in that both lists of objectives are compatible with democratic philosophy and the elements of theory presented in this chapter and in the previous chapter (Chapter III) since:

1. The objectives advocate the enabling of learners to develop the know-how and reflective thinking abilities that are necessary for successful living and the improvement of a way of life.

2. The objectives recommend the method of intelligence in the solution of both individual and group problems.

3. The objectives embrace the organismic concept of learning and education (education of the whole child).

4. The objectives imply that the concept of pupil purposes should be given due consideration in the educational program of the elementary schools.

5. The objectives take into consideration the needs and interests of children.

6. The objectives hold that the ultimate goal of the elementary schools is to elicit intelligent behavior on the part of the learners.

The Elementary School Curriculum

The major objective of this section is to set forth an approach to the elementary curriculum that is harmonious with the elements of theory afore presented in the study. In performing this task the fact is kept in view that the curriculum of the elementary school is, or should be, characterized by flexibility for these reasons: (1) the elementary school is obligated to guide the educational development of all the children of American society who are physically able to attend school; and (2) the elementary curriculum should be so structured that children of all levels of ability will receive maximum educational benefits in order that they may become competent citizens. A flexible curriculum is more easily accomplished in the elementary schools than in secondary schools since, generally speaking, elementary teachers have one group of children under their direction for the whole school day or at least the greater part of the school day. On the other hand, secondary teachers usually provide educational experiences for five or six different groups of students during the course of the day.

The elementary curriculum to be proposed in this section of the study is not offered as the only curriculum approach to be utilized in the American elementary schools, for to do so would indicate that this type of elementary curriculum was structured in a sphere beyond the material

world or that an elementary curriculum had been discovered which should be adopted by all elementary schools now and in the future. This type of proposal is not in keeping with the pragmatic tone of this study. Instead, the proposal is made that the approach to the elementary curriculum to be set forth in this study is only one kind of elementary curriculum and there are other curriculum approaches that are suitable for the American elementary schools. Furthermore, the belief is held that other and better approaches to the elementary curriculum will be evolved in the future based on findings from research efforts that are continually being made. However, the belief is held that the curriculum approach to be introduced in this section is compatible with the foundational theory and the elementary theory elements on education previously presented.

In presenting this section pertaining to the elementary school curriculum, consideration is given to the following topics for the purpose of discussion: first, the need for a curriculum oriented to current problems of living; second, the organization of the elementary curriculum in terms of area-of-living; third, some aspects of the areas-of-living curriculum approach; fourth, examples of areas-of-living; fifth, implications of the areas-of-living curriculum approach for the school staff; sixth, the major criticism of the areas-of-living curriculum approach.

The Need for a Curriculum Oriented to Current Problems of Living

For a period of approximately twenty years there has been an insistent demand on the part of both educators and the laity alike for a curriculum oriented to the problems of living in our times; "a curriculum which assured children and youth guided experience of such sufficient breadth that they could function effectively as citizens in all the important areas of living."¹⁴ This concept of curriculum organization assumes that the school program should make provisions for children to gain an increasing understanding of the issues and problems encountered outside the school and should aid them in acting with a greater degree of intelligence in meeting such issues and problems. The approach to the curriculum of the elementary school suggests giving students the opportunity to participate in real current problem situations. In this way education is made life-centered. The school, under this concept of curriculum, uses many of the activities engaged in by society's institutions, i.e., the problems encountered by these institutions in the various areas-of-living, but for a different purpose. The school, as a problem-solving laboratory, will engage in health activities to create a situation whereby the student

¹⁴Hollis L. Caswell and A. Wellesley Foshay, Education in the Elementary School (New York: American Book Company, 1950), p. 241.

may learn to think more effectively about the problems and purposes of a health program while the institution of medicine engages in medical pursuits (problems) for the prevention and cure of disease. Other examples could be cited to illustrate how the school uses the activities of society's institutions as a means of eliciting critical thinking on the part of students relative to current problems of living, but the illustration presented above is deemed sufficient for the purpose of this study.

This investigation takes its cue from the concept of the elementary school curriculum as set forth above in the development of a curriculum for elementary schools that is compatible with the foundational theory and the elements of an elementary educational theory that have been presented. A group of educators have made the statement given below regarding the primary function of American public education:

The primary function of American public education is to provide opportunity for all the community's citizens to develop intelligently and cooperatively the proper know-how through the solution of appropriate problems in the various areas of living.¹⁵

In view of the above concept it seems logical to assume that if elementary students develop intelligently and cooperatively the proper know-how through the solution of appropriate problems in various areas-of-living, the end

¹⁵Southern States Cooperative Program in Educational Administration, "Tentative Progress Report on Planning for the Study of Preparation Programs in Educational Administration" (Nashville: SSCPEA, 1952), p. 25. (mimeographed)

result will be successful living and the improvement of a way of life. Successful living and live improvement will become a reality since students will act with a greater degree of intelligence. Furthermore, elementary schools which provide opportunity for the students to develop the proper know-how through the solution of appropriate problems in the various areas-of-living will transmit the democratic cultural heritage, not as a static concept, but rather as a dynamic theory for societal relationships. The above concept lends support to the functions of the American public schools accepted as valid in this study which are:

1. To aid in the transmittal of the democratic cultural heritage.
2. To enable learners to develop the know-how and reflective thinking abilities which are a necessity for successful living and the improvement of a way of life.¹⁶

The elementary curriculum proposed in this study is a curriculum organized around areas-of-living in a democratic society. The nature of this approach to the elementary curriculum is the next topic for discussion.

The Organization of the Elementary Curriculum in Terms of Areas-of-Living

The central idea of the areas-of-living approach to

¹⁶Graff and Street, Op. cit., p. 188.

the elementary curriculum is set forth by Caswell and Foshay as follows:

The central idea, however, is to see that the child is afforded guided experience appropriate to his maturity in all of these areas (of living in a democratic society). The purpose of curriculum planning is to assure a breadth of experience that will make the individual an effective participant in all the important areas of living. Operation of the plan requires continuing analysis of both society and children. The social analysis serves the function of orienting the teacher to the social needs for education, indicating at what points the experience of an individual might be most significant. The analysis of problems and needs of individual children indicates the immediate basis upon which the curriculum may be developed.¹⁷

The areas-of-living curriculum approach is functional in that its chief purpose is to give the individual the proper experiences (know-how and reflective thinking abilities) which are necessary for successful living and the improvement of a way of life.

Curriculum organization in terms of areas-of-living requires that instruction be centered around points of contemporary significance in democratic society. The elementary curriculum under this concept should be oriented to a deliberate consideration of criticized social values which are in the process of undergoing re-examination in American democracy. The primary orientation then becomes the broad areas within which social arrangements and individual activities tend to cluster (institutional communities). This

¹⁷Caswell and Foshay, Op. cit., pp. 240-41.

particular approach to the elementary curriculum is a dynamic type of curriculum organization which has as one of its objectives the improvement of group and individual living. Caswell and Campbell lend support to the above statement when they write:

The plans and methods of improving group (and individual) living become the core of the educational program. This is in direct contrast to certain methods in which the assumption appears to be that mere contact with phases of the group culture is sufficient guarantee of an understanding of contemporary life. The dynamic quality of the organization provided by this procedure necessitates the use of newer, social, scientific, economic, and political materials as well as the older basic materials.¹⁸

The areas-of-living curriculum demands the use of the most recent materials as they pertain to current problems existing in American society. The elementary curriculum is not allowed to get into a stagnation, rather it is a dynamic form of curriculum organization. This notion is compatible with the Competency Pattern Concept introduced in the second chapter.

The ultimate goal of the areas-of-living approach to the elementary curriculum is pointed out by Caswell and Campbell as follows:

As the individual develops an understanding of the efforts to discharge these (social) functions in the past, and of the problems of the present; as he develops ability to anticipate somewhat the

¹⁸Hollis L. Caswell and Doak S. Campbell, Curriculum Development (New York: American Book Company, 1935), p. 177.

problems of the future, and actually participates in the discharge of the functions in the present; he will become an effective member of the social group, participating intelligently in the many activities required of him.¹⁹

The primary purposes of this specific approach to the elementary curriculum is to elicit intelligent behavior on the part of individuals in order that they may live intelligently and participate in the improvement of a way of life. In other words, the areas-of-living curriculum approach endeavors to produce a competent citizenry.

Some Aspects of the Areas-of-Living-Curriculum Approach

In an effort to impart clarity to the areas-of-living-approach to the elementary curriculum, this subdivision will be dedicated to an exposition of some of the educational aspects of this particular type of curriculum approach. The concepts to be taken briefly into consideration are:

(1) pupil purpose; (2) individual differences; (3) the method of intelligence; (4) the relationship of content to pupil interest and needs, and (5) concomitant learnings.

Pupil purpose. Beck, Cook, and Kearney emphasize the importance of the learner's goals in their delineation of the principles of learning. They write:

1. The goal (purpose) of the learner is the most important single factor in the learning situation.
2. Differentiation takes place in terms of the learner's goals.

¹⁹Ibid., p. 174.

3. Integration takes place in terms of the goals of the learner.
4. Retention and elimination of trial responses in the process of learning takes place in terms of the goals of the learner.
5. Teaching is a process of helping pupils set goals.
6. The learner must believe he can achieve his goals.
7. Adequate goals include intention to learn.
8. The modern school should emphasize instrumental learning (learning related to the learner's purposes).
9. Most learning results from goal-directed activity.
10. Emotional learning may not be goal-directed.²⁰

The area-of-living approach to the curriculum is not opposed to the notion of the importance of goals in the learning process. Although this curriculum approach does not advocate that the learner's goals and felt needs are the only criteria to be used in developing a program of instruction (which would possible terminate in a goal-less type of educational situation,) the approach takes into consideration the goals and needs of the learners within a framework of areas-of-living with their concomitant persistent problems of living. The learners' goals are given consideration as teachers and pupils prepare for their work within the agreed on areas-of-living. In this manner a permissive atmosphere is created as pupils go about the business of achieving their individual and group goals; goals defined in accordance with their maturation levels, interests, and needs. The staff

²⁰Robert H. Beck, Walter W. Cook, Nolan C. Kearney, Curriculum in the Modern Elementary School (New York: Prentice-Hall, Inc., 1953), pp. 159-167.

provides the democratic leadership needed while the students participate in accordance with their various abilities and maturation levels. This procedure serves as a barrier against the instructional program becoming goal-less in nature. There is, then, no basic conflict between this type of curriculum organization and the importance of pupil goals as outlined by Beck, Cook, and Kearney.

Individual differences. The concept of individual differences is given adequate consideration in the areas-of-living approach to the elementary curriculum. In this curriculum approach, each child is given guided experiences appropriate to his maturity level, interest, and needs. The areas-of-living curriculum is flexible in nature; there are many different activities carried on simultaneously. Each child is given a breadth of experience in all of the activities in accordance with his specific abilities for the purpose of enabling him to become an effective participant in all the important areas-of-living.

The method of intelligence. The areas-of-living approach to the elementary curriculum is explicit as to the use of the method of intelligence. Inasmuch as the democratic ethic contains the method for its own improvement (the method of intelligence), and since instruction is centered around points of contemporary significance in democratic society, there can be no doubt that this curriculum approach embraces the method of intelligence as one of its

underlying principles.

The relationship of content to pupil interest and needs. The elementary curriculum organized in terms of areas-of-living brings the interests and needs of children and the accumulated knowledge into a functional relationship. This particular type of curriculum organization provides a basis to choose among children's interests those which have the widest long-ranged significance and which will provide the broadest total experience for children, thus avoiding any tendency to follow the purely accidental concerns which may arise, i.e., the emerging needs curriculum with its goal-less school. Content, which is drawn from the various subjects, (the big ideas in the disciplines) is significant because of its relationship to broad areas of social functioning and to the interest and needs of children. Hence, the subject becomes a tool rather than an end.

Concomitant learnings. The assertion is made in this study that it is not logical nor sound educational practice to teach the techniques of an educational tool such as arithmetic, and then when the ability in some specific phase of arithmetic is completed and perfected, teach how to use the tool to some desired end. "The use of the tool and the task for which it may be employed should be concomitant learnings."²¹ The areas-of-living approach to the elementary

²¹Graff and Street, Op.cit., p. 185.

curriculum employs this concept in that the tools and organized bodies of knowledge are applied to one or more persistent problems of living which are inherent in some areas-of-living. Apparently, this curriculum approach gives emphasis to the wholeness of the learning situation and provides concomitant learnings since the tool and the tasks for which it may be employed are learned simultaneously.

Examples of Areas of Living

Much has been said about the areas-of-living approach to the elementary school curriculum. But what are some of these areas of living? Attention is focused on the fact that this type of curriculum requires the organization of instruction around points of contemporary significance in American democracy hence, this question cannot be answered without making an analysis of the persistent problems facing current democratic society. Secondly, an analysis would have to be made regarding what forces influence these persistent problems and third, an analysis of the problems and needs of a specific group of children would be necessary. Examples of the questions evolving from an analysis regarding the forces that influence persistent social problems might be: "Is the advancement of science and technology responsible for the rapid urbanization of America; for the crowded conditions in city schools?" "Are science and technology responsible for the rapid increase of mental illness through the creation of

fear?" Witness the tension caused by the launching of the Russian satellite. The scope of this study is not broad enough to make these analyses, consequently, the questions posed above cannot be answered with any degree of validity. However, it is possible to gain an idea regarding areas of living through listing some of the broad areas-of-living used in organizing the elementary curriculum in the past. They are:

1. Growth and production of food.
2. Health.
3. Protection of life and property.
4. Conservation of natural resources.
5. Transportation and its effect upon society.
6. Cooperative living.
7. Effects of machine production upon our living.
8. Effects of inventions on our living.
9. Home and school life.
10. Community life.²²

Implications of the Areas-of-living Curriculum Approach for the School Staff

Herrick and associates write that the areas-of-living approach to the elementary curriculum holds the following implications for the administrative staff and teachers:

²²Caswell and Campbell, op. cit., pp. 178-181.

1. The staff and individual teachers must develop the social framework of areas of living and related social processes within which the educational program of the school will take place.
2. Since most of the important curriculum decisions must be made by the staff with the children, teachers will have to know what these decisions are and how to make them in a way that is socially and educationally effective.
3. Since no one textbook is used, the problem of instructional materials will be both difficult and continual.
4. Records of the school must be expanded to include curriculum records of the work of particular children and groups over more than one year.
5. Problems of working and planning with children must be studied and made a part of the working experience of the staff.²³

This study disagrees with the first implication of these writers, i.e., that the staff and individual teachers must develop the social framework of areas-of-living and related social processes within which the educational program of the school will take place. When an analysis is made of current social problems existing in areas of living in a democratic society and the related social processes, the administrative personnel, teachers, laity, and students should all be engaged in the performance of this task. All should participate in conformity with their various abilities although the educational staff should furnish democratic leadership and guidance in this endeavor. This concept is

²³Herrick et al., op. cit., pp. 142-43.

more in keeping with the postulates of democracy accepted as the foundation for this study and inherent in the Competency Pattern Concept.

The Major Criticism of the Areas-of-Living Curriculum Approach

One of the chief criticisms of the areas-of-living framework for curriculum planning is that, in many cases, it does not provide for the systematic, continuous development of ideas and educational abilities. However, this is a fallacious criticism since, in the areas-of-living curriculum approach, an important part of the curriculum planning is concerned with the problem of what should come next in view of the learner's past experiences and the nature of the problems that have been studied. For example, at the staff level with the laity and students participating in accordance with their various abilities, areas-of-living and their related social processes are studied for the purpose of understanding which plan will best enhance a continuous development at each age level during the elementary school period. On the other hand, teachers prepare for their work with the children by developing resource units within the broad plan delineated at the staff level. Continuity is thus provided for in two ways:

1. By the use of agreed upon areas-of-living and their related social processes.
2. By continuities inherent in the ongoing

experiences of children which are exploited through teacher-pupil planning.

The areas-of-living approach to the elementary curriculum has been introduced in this section. This particular curriculum approach was presented in terms of the following topics: (1) the need for a curriculum oriented to current problems of living; (2) the organization of the elementary curriculum in terms of areas-of-living; (3) some aspects of the areas-of-living curriculum approach; (4) examples of areas of living; (5) implications of the areas-of-living curriculum approach for the school staff; and (6) the major criticism of the areas-of-living curriculum approach. This study maintains that the areas-of-living approach for organizing the elementary curriculum is in harmony with the principles of democracy, the elements of the foundational and the elementary educational theory, and the functions of the American public schools accepted as intrinsic to this study because:

1. The areas-of-living curriculum approach is oriented to the problems existing in current democratic society.
2. The curriculum approach is a dynamic concept of curriculum organization.
3. The method of intelligence is a part of and intrinsic to this form of curriculum organization.

4. The wholeness of the learning situation is given adequate consideration in this approach to the elementary curriculum.
5. Learning is viewed in terms of both individual and group goals.
6. Learning is conceived as a reconstruction of experience according to this concept of curriculum organization.
7. The ongoing activities and experiences in the school are related to real life situations.
8. Adequate consideration is given to the concept of the individual difference in children.
9. The needs and interests of children are given adequate consideration.
10. Democratic leadership is provided by the areas-of-living curriculum approach, hence preventing the school program from evolving into a goalless educational situation.

A Concept of Methodology

The foundational theory and the previously introduced elements of elementary educational theory hold an implication for the methodology to be employed in the democratic classrooms of the elementary schools. The purpose of this section of this study is to briefly characterize the methodology that is compatible with the elements of theory proposed in this investigation.

In describing a democratic methodology for use by elementary teachers, consideration is given to the fact that usually one teacher remains with the same group of students during the course of the school day in the American elementary schools. The methodology used by elementary teachers who work under this type of administrative organization will differ somewhat from teachers who guide the educational development of four to six different groups of students each day. The methodology to be proposed in this study takes cognizance of the above concept.

In characterizing the democratic methodology in this section of the investigation, the following sub-sections were selected as guidelines for the presentation: (1) a characterization of methods; (2) the core of democratic methodology; and (3) definitive elements of methodology. The major part of the section is applied to an exposition of these sub-sections.

A Characterization of Method

"Methods are means of implementing the desired ends."²⁴ Methods then are derived from understandings about society, growth, learning, and the purpose of teaching. This statement indicates that methods strive for the development of a competent citizenry in democratic society. Savage states that some of the broad general understandings necessary for

²⁴Cleland, Op. cit., p. 134.

comprehension of the source of general methods are:

1. Society and education are dynamic and democratic.
2. The learner is a behaving organism.
3. The learning process is continuous, interactive, and purposeful experiencing.
4. The teacher is a participating guide.²⁵

As to the purpose of method Savage²⁶ states that methods aim at developing responsible and creative individuals who will realize their unique possibilities within a flexible and cooperatively-determined society.

Methods then are ways and means of developing attitudes of purpose, direction, and initiative so that the individual may realize the selected and emerging aims of democratic education.²⁷ When democracy permeates classroom procedure both teacher and pupils share in planning and carrying out plans within the limits of the maturity level and the differing ages of the learners: The plans can be aligned with the over-all enterprise of community public education. There is a minimum of commands or compulsion. Instruction involves comprehension, insight, seeing both sides of the question, research, suspended judgment, criticizing, choosing, cooperating

²⁵Tom Ken Savage, "A Study of Some of the Competencies Needed by the Elementary School Principal to Supervise Instruction" (Unpublished Ed. D. thesis, Department of Education, The University of Tennessee, August 1953), p. 143.

²⁶Loc. cit.

²⁷Cleland, Op. cit., p. 134.

and lending a helping hand. Provision is made for children to have social experiences such as exist outside of school. Above all, teachers who use this general method in teaching hold the belief that real learning is achieved through the seeing of relationships.

In the general method advocated for elementary teachers in this study each learner is respected for his uniqueness and taught accordingly. This concept is in general agreement with the educational theory elements and the postulates of democracy set forth in this study.

The Core of Democratic Methodology

If the functions of the American public schools involve the transmittal of the democratic heritage through enabling learners to develop the know-how and reflective thinking abilities which are necessary for successful living and the improvement of a way of life, the elementary school then becomes a problem-solving laboratory. The source of the problems utilized by the problem-solving laboratory (the elementary school) is found in the democratic culture. This statement is reasonable if cognizance is taken of the fact that the democratic process is dynamic in nature and, as a result, causes a disturbance in the individual's organic and environmental balance (the field). This disturbance in the field creates problems of varying intensity, scope, and immediacy in the various areas of living. Thus, in view of

the above explanation, the very essence and core of the methodology proposed in this study is problem-solving in lifelike situations through the use of the method of intelligence. Caswell and Campbell partially reinforce the concept of methodology proposed in this study when they write of the primary point that instruction should emphasize as follows:

Instructional organization, then, should have as a primary point of emphasis the provision of a large number of varied situations with lifelike qualities in which the child is guided in behavior of the desired type. Such instructional organization provides opportunities for establishing relationships for achieving rich associative learning, and thus for developing generalized controls of conduct. The desired attitudes have opportunity to function under a variety of conditions and with a variety of relationships. They have opportunity to function under circumstances similar to those encountered out of school and to influence ends of vital concern to the pupil, thus paving the way for even more effective exemplification of the attitudes in succeeding undertakings.²⁸

Definitive Elements of Methodology

In an effort to clarify the notion of methodology proposed in this investigation, this section will give consideration to the following factors inherent in this concept: first, pupil purpose; second, the unit; third, instructional resources and materials; fourth, tools and tasks as concomitant learnings; fifth, guidance; sixth, discipline; seventh, utilization of the community.

²⁸Caswell and Campbell, Op. cit., p. 380.

Pupil purpose. Pupil purpose with teacher guidance plays a dominating role in the methodology advocated in this study. Caswell and Campbell give an adequate resume' of this concept which follows:

1. The children have a dominating purpose which they consider worthwhile and which is compatible with the aims of education.
2. The children, under the guidance of the teacher engage in a series of activities, which they consider a means of realizing their purpose.
3. The children evaluate the outcomes of the activities in which they engage.²⁹

It is immediately apparent that these educators do not propose a laissez faire type of classroom procedure. Instead, they advocate a permissive classroom atmosphere under teacher guidance where pupil purposes are realized when compatible with the aims of education.

The unit. In this concept of general method the unit, as a means of facilitating instruction, has a place if it serves to unify or integrate learning in a point requiring emphasis. The unit should be cooperatively planned by students and teachers around centers of interest consisting of current problems existing in the various areas of living, i.e., the common purpose of the unit should be clear to both the teachers and students.

²⁹Ibid., pp. 384-86.

One of the characteristics of the unit should be flexibility with enough activities included in its makeup to adequately provide for the individual differences and interests of the learners. The unit is presented in this study as one method of facilitating learning; lectures, discussions, and demonstrations are also techniques of methodology to be used in the teaching-learning process.

Instructional resources and materials. An adequate supply of instructional resources and materials (audio-visual equipment and other instructional aids) will be needed in executing the unit since the textbook is not the one and only instructional resource used. Instead, the textbook is used as just another reference. Consultant services have a prominent place in this type of unit as an instructional resource. Many of the consultant services can be supplied by members of the community.

Tools and tasks as concomitant learnings. Basic skills such as reading, writing, spelling, and arithmetic are not left out of the picture in the methodology portrayed in this report. These skills are utilized and learned when they are needed in the solution of some problem. In this manner the basic skills are related to pupil purposes (the skills are needed for a problem solution) and the assumption is made that they are learned more easily due to this type of learning situation. The relationship of the tools of learning to lifelike situations is seen by the learners, hence the tools

and the tasks for which they may be employed are concomitant learnings.

Guidance. The methodology proposed in this study uses guidance and direction as opposed to coercion domination, or other forms of extrinsic motivation. The student is stimulated to do constructive thinking regarding his problem. Guidance works toward self-discipline and self-direction having the effect of leaving the individual free to act and interact within his environment. Students are assisted in making their own decisions after a careful analysis has been made of their particular situations. Due to this guidance technique individuals are continually improving their ability to make sound adjustments, choose wisely, and to formulate both immediate and long-range plans. If education is the reconstruction of experience and learning is a process of obtaining meanings through the seeing of relationships by solving problems in the various areas of living, then the crux of educational methodology is guidance.

Discipline. The method used in the classroom produces the kind of discipline prevailing in the learning situation. For example, good teaching includes numerous activities suited to all levels of ability and directly related to the purposes of the group or individuals. Because the activities relate to group or individual purposes fewer conflicts arise. Under this concept students can also help establish rules for behavior, determine class activities, and

care for their own classroom with teacher guidance. Of course the students' level of maturity must be taken into consideration when using this approach to securing discipline. One technique of obtaining good discipline is to wait until a problem situation arises, e.g., all talking at once during a discussion period, then discussing the situation with the pupils, asking for their ideas about this type of behavior and for their suggestions about what behavior the class could agree would be more appropriate. The students then create their own statements of rules with the teacher's guidance. This in keeping with the tone of democratic theory, e.g., all who are influenced by a decision should have an appropriate part in its determination and implementation. However, in using this technique of obtaining discipline the teacher must take into consideration the age and grade level of the students.

Utilization of the community. It is axiomatic to state that the method presented in this study makes use of the community in the realization of its educational aims. As an institution in the community, the elementary school is obligated to guide its learners in critical thinking regarding the various institutional communities of which they are members. In this manner the core of the methodology proposed in this study is realized; problem-solving in life situations through the use of the method of intelligence. Finally, this method has the result of facilitating increased lay under-

standing and participation in school affairs.

In summary, all of the concepts presented in this section of the study point to the fact that the general method of teaching is reflective (problem-solving) in nature. Reflective teaching will naturally promote reflective thinking. Reflective thinking comes about as a result of problem-solving as problems arise when purpose is blocked. Since problems evolve from the democratic culture itself, the core of democratic methodology is problem-solving in lifelike situations (found in the various areas of living) through the use of the method of intelligence. Lectures, discussions and demonstrations are used in this concept of methodology when needed. Hence, methodology, as conceived in this study, shows lack of conflict with the foregoing foundational and elementary educational theory of the Competency Pattern for elementary teachers because:

1. The methodology is dynamic in nature.
2. The methodology proposes that problems to be solved in the problem-solving laboratory (the elementary school) evolve from the democratic culture itself.
3. The method of intelligence is intrinsic to the methodology proposed in this study.
4. The methodology views learning in terms of the whole learning situation.

5. Learning is conceived as a reconstruction of experiences according to this concept of methodology.
6. Pupil purposes, interests, and needs are a part of this methodology.
7. Adequate consideration is given to the concept of individual differences by the methodology set forth in this study.
8. According to this concept of methodology, the teacher should provide democratic leadership.
9. The methodology embraces the view that activities and experiences in the elementary school should be related to lifelike situations outside the school.
10. The methodology proposes guidance and direction as opposed to coercion and domination.

A Concept of Democratic Leadership

This portion of the study will endeavor to unfold a concept of democratic leadership and apply this concept to the role of elementary teachers operating within the American educational milieu. In an effort to stress the major aspects of the democratic leadership concept, the following sub-topics have been chosen as directional to the development of

the subject under consideration: (1) a portrayal of the authoritarian leadership concept; (2) a portrayal of the democratic leadership concept; (3) the elementary teacher as an educational leader. The balance of this section will be burdened with an exploration of the above listed sub-topics.

A Portrayal of the Authoritarian Leadership Concept

In the authoritarian concept of leadership the school board is the source of origination of authority. The board may pass this authority to the superintendent who, in turn, may pass the authority to the supervisor. Next in the hierarchy is the principal, the titular head of the local school unit. As such, he is the person who receives the authority from the system-wide administrative unit (superintendent or supervisor) and transmits it to the teacher. The student, who is the recipient of the authority in this hierarchical order, receives his education by the authority of all those above him which is transmitted directly by the teacher. The student has no voice in the formulation of the rules under which he must live but rather lives by the old adage; "It is not mine to reason why but merely mine to do or die."

Livesay notes that under this concept of leadership:

. . . in such a scheme each functionary may originate authority for any other functionary of a lower positional order. Also, authority may pass

from higher to lower orders by circumventing intermediate orders. Likewise, upward moving appeals for authority may go through succeeding intermediate orders, or they may circumvent the intermediate orders and go directly to an upper point of origination.³⁰

Authority of position. Graff and Street³¹ applied the name "authority of position" to this concept of leadership. In other words when a person is selected for a specific job, the authority goes with the position. Under this concept of leadership the leaders have the right and privilege to establish purposes, determine plans and policies, evaluate the accomplishments of the group, and command while the others must obey and execute the plans and policies of the leaders. The leader then has the right to control others by virtue of his position. Needless to say this concept of leadership is undemocratic and cannot be accepted in this study.

A Portrayal of the Democratic Leadership Concept

Figure 6 is a graphic portrayal of a concept of democratic educational leadership compatible with the tone of this study. Full recognition is given to reciprocity of effort and social interaction in social organizations. Livesay³² has made the assumption in structuring this graph

³⁰Herbert Y. Livesay, "A Competency Pattern for the General Supervisor as Expressed in Theory" (Unpublished Ed. D. thesis, Department of Education, The University of Tennessee, August 1955), p. 90.

³¹Graff and Street, Op. cit., p. 194.

³²Livesay, Op. cit., p. 92.

Problem Area Boundary

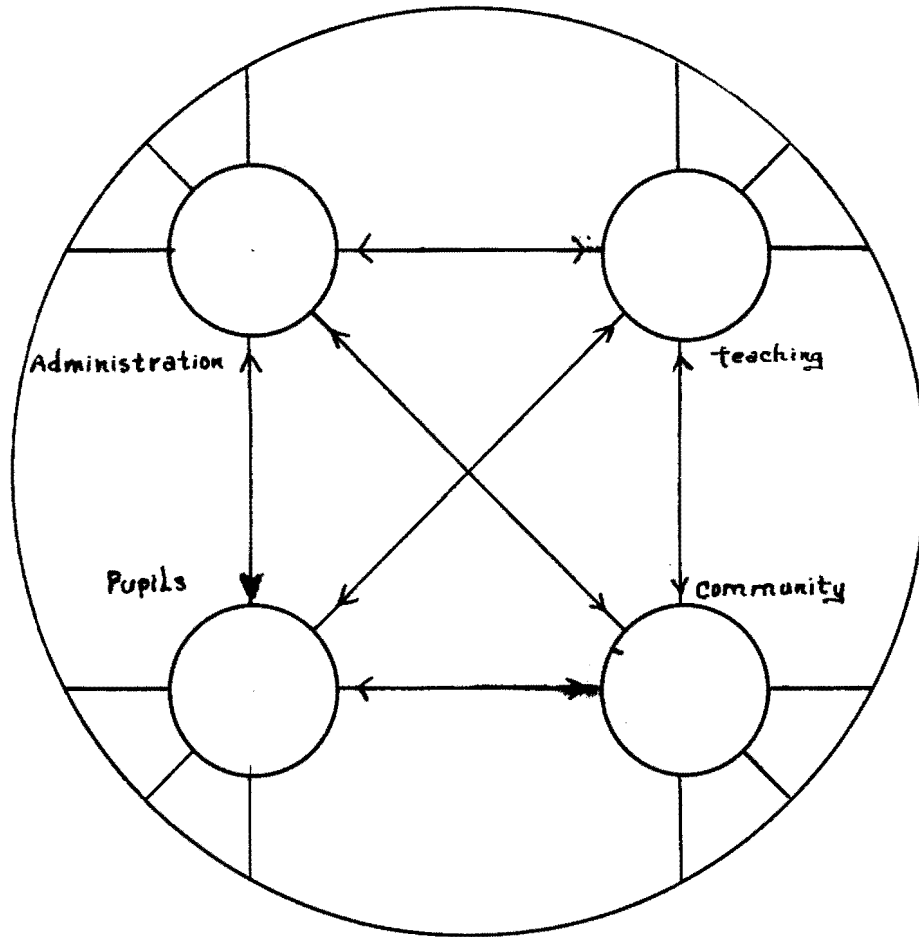


Figure 5

A Graphic Portrayal of a Democratic Concept
of Educational Leadership^a

^aSource: Adapted from a structure developed by Herbert Y. Livesay, "A Competency Pattern for the General Supervisor as Expressed in Theory" (Unpublished Ed. D. thesis, Department of Education, The University of Tennessee, March 1955), p. 94.

that division of labor is part and parcel of current social institutions.

The circular line in this figure encloses the operational field or problem area. This line is called the problem area boundary. Within the problem area boundary line are four small circles laid out in a square. They represent the segments of the structure, and are designated as administrative, teaching, community, and pupil. Their location within the problem area shows that they function from within the problem situation as opposed to functioning from outside the problem. The figure then depicts the educational structure of leadership as a unity of interlocked segments functioning within an operational field.

Attention is called to the fact that each segment is connected to every other segment by means of a straight line structured in the form of a two-way arrow thus revealing that there is a free flow of efforts and ideas among the segments. Furthermore, these lines intercept the problem area boundary line indicating that each segment is directly contacting the problem area in a manner special to its own position but at the same time is indirectly contacting the problem area through the special positions of the other segments. Surrounding the different segments is the area of intersection where the problem is under way.³³

³³Ibid., p. 93.

This concept assumes that with the event of a problem situation, the school structure is set in motion. Each segment of the educational structure is involved in effecting a solution to the problem either by direct contact or by indirect contact through other segments of the structure. The indirect contacts with the problem situation through the efforts of other specialized personnel, e.g., the students' contact with the problem area through the teachers, causes a two-way flow of planning and executing. A deeper understanding of school problems will be the result of these indirect contacts.

What is the status of authority under this interactional concept of educational structure? Livesay writes:

The question of a line of authority need not arise in this kind of structuring because planning and executing will be found at all points of the structure. Evaluation of effort will be likewise distributed. Tasks are placed where they best can be accomplished in terms of the problem at hand and resources available. Emphasis will be placed upon democratic leadership, and the development of it, at all points of the structure will be welcomed.³⁴

Authority of purpose. Graff and Street³⁵ have appropriately named the democratic concept of educational leadership "authority of purpose." Authority stems from the purposes of the group. Under this concept purposes are created by the group and persons are assigned to positions in order

³⁴Ibid., pp. 96-97.

³⁵Graff and Street, Op. cit., p. 193.

to accomplish the created purposes. The group is the final authority inasmuch as only the group has a right to change or create purposes. Each group summary, authority resides in the situation as the group is controlled by purposes which are established for a specific situation.

The Elementary Teacher as an Educational Leader

What relationship does this democratic concept of leadership have with elementary teachers? The concept implies that individual and group planning is a must if democracy is to control classroom behavior. Furthermore, democratic leadership holds the implication that the teacher should establish better rapport with the members of the community and encourage them to aid in planning classroom activities. But there are even greater implications. What is the status of the teacher with the supervisor? What is the status of the teacher regarding educational administration?

Teacher-supervisor relationships. Livesay³⁶ states that the supervisor is in the relationship of a co-worker in the system. If this is accepted then the reverse is true; the teacher is also a co-worker in the system. The idea of "line of authority" does not necessarily arise since both supervisor and teachers work to effect a solution of a problem in a cooperative manner. The supervisor and teachers then

³⁶Livesay, Op. cit., p. 98.

work towards executing the purposes of the specific situation (the problem that needs solution). Each has a different position of purpose with different tasks to perform, however, neither role is considered superior. The teacher, therefore, is a leader in his own right according to the democratic concept of leadership.

Teacher-administrator relationships. The two functions commonly pointed out as belonging exclusively to the educational administrator are those of policy making and execution. The concept of democratic leadership has rejected these functions as belonging solely to the administrator since this notion is diametrically opposed to democratic philosophy.

Regarding the task of making decisions (policy making) Graff and Street point out:

The most important decisions are those which change the purposes -- the directions and objectives -- of an enterprise. If an individual cannot share in such decisions it is difficult to see how he can participate in affairs that control his destiny or how he could be said to possess "dignity" and inherent worth.³⁷

As to the administrator's role in the educational system Graff and Street assert:

The administrative role will not be considered superior to teaching, learning, supervisory, or custodial functions. Neither will administration have exclusive control over changes and interpretations of purpose within the commonly accepted

³⁷Graff and Street, Op. cit., p. 195.

purposes of public educations. Rather it will be viewed as on a par with other roles within the system but different from the others.³⁸

These ideas are expressed in terms of the democratic functions of educational administration by the same authors:

1. Providing opportunity for all concerned to share appropriately in the formulation of policies and the development of program plans for the realization of the purposes of public education.
2. Providing opportunity for all concerned to share appropriately in the execution of policies and program plans seeking the realization of the purposes of public education.³⁹

The words "providing opportunity for all concerned to share appropriately in the formulation and execution of policies and program plans" assert that administrators, teachers, pupils and the laity all have a part in the policy making and execution of school program plans (authority of purpose). These functions, as stated by Graff and Street are compatible with the democratic concept of leadership.

As to the importance of the teacher in educational administration Newlon has written:

All questions of educational policy whether pertaining to curriculum and teaching, organization, and administration, building and equipment, special services, personnel or public relations should be the concern of the teacher.⁴⁰

³⁸Ibid., p. 196.

³⁹Ibid., pp. 196-198.

⁴⁰Jesse H. Newlon, Education for Democracy in Our Time (New York: McGraw-Hill Book Company, 1939), p. 145.

The elementary teacher then is a leader within his own right in the administration of the local school and in administration on a system-wide level. He attains leadership status as a co-worker with the supervisor in instruction and curriculum development. The teacher's leadership status is further acquired as he aids the group in the formulation of policies and the development of program plans and as he shares in the execution of group purposes. In view of the above statements the concept is presented that democratic leadership is intrinsic to and part of the total job of elementary teachers.

The democratic structure of leadership as related to education is harmonious with the foregoing theoretical elements presented in this study. Livesay has given several reasons why this democratic concept of educational leadership is compatible with the basic assumptions of his study. Since these assumptions are essentially the same as those made by Livesay, (both studies base their assumptions on democratic philosophy, pragmatic educational theory and Gestalt psychology) his reasons are accepted as valid for this report.

They are:

1. The concept establishes a unity of activity within the framework of a common problem.
2. Recognition is given to the unique abilities and viewpoints of all participants in the process.
3. The concept expresses a belief that all persons can contribute to the solution of their problems.

4. The absence of lines of authority recognizes and contributes to the worth and dignity of the individual.
5. The plan envisions a community of interests and efforts.
6. Full recognition is given to the problem-solving approach to learning.
7. Use is made of group methods.
8. There is in evidence provisions for the free exchange of ideas.⁴¹

The Elementary Teacher as a Member of the Profession

There is a great need for professional leadership in this age of change. As a general rule, the American people do not take cognizance of the fact that democratic society is dynamic in nature. They will immediately agree that the function or purpose of the American public schools is the transmittal of the democratic cultural yet there is generally disagreement as to how this function should be performed. Many people believe that this function may be realized through teaching unrelated bits of knowledge from certain standard textbooks. Drill and memorization are the chief techniques of teaching under this concept. Many elementary teachers also believe that this is the proper way to execute the functions of the American public schools. This group of people probably attended school when the influence of faculty psychology and idealistic philosophy was at its height. They make the erroneous assumption that "the way I

⁴¹Livesay, Op. cit., p. 97.

was taught is good enough for the children of today." When assuming this, these individuals neglect to take into consideration the many and varied changes that have taken place in democratic society since their childhood. This large segment of the American public (elementary teachers included) have caused the lag that exists between democratic theory and the educational practice prevalent in many elementary schools to a great extent.

What are the implications of this preceding paragraph for elementary teachers? As stated in the opening sentence there is a great need for professional leadership in this age of change. Without this leadership, the lag between democratic theory and educational practice will continue to exist. If the elementary schools are to keep in tune with changing society, there must be a two-way channel of communication between the American public and elementary teachers as well as with the administrative staff. Individuals as well as elementary teachers who insist that the functions of American public schools are realized through the textbook should be exposed to the latest research and ideas relating to education in order that the gap existing between democratic theory and educational practice may be closed. A high level of professional leadership is required to perform this task. The fact that the elementary teacher is an educational leader has been pointed out by the democratic concept of leadership accepted as an element of theory by this study.

Since professional leadership is needed for increased public understanding of the educational problems existing in the elementary schools, and inasmuch as professional improvements is necessary if elementary teachers are to become or remain a competent teacher (through the intake of new knowledges and skills), this study contends that the improvement of the elementary teacher as a professional person is intrinsic to and part of the job of elementary teachers.

The Professional Improvement of Elementary Teachers

This study does not take the position that the term professional improvement holds the implication that all an elementary teacher is required to do in order to be professionally improved is to join the local, state, or national teachers' association. In some cases these associations exist for the sole purpose of "obtaining more money for the teacher in order to gain more political control for the purpose of obtaining more money." Although teachers are underpaid as a general rule (there are probably instances where teachers are overpaid) the sole objective of obtaining money will not aid the teacher in becoming more competent in the performance of his job nor will it improve the elementary teacher professionally in any other way. Teachers will improve professionally only when the competencies needed for quality job performance have been acquired and institutions of teacher preparation and state departments of certification

accept these competencies as a basis for teacher preparation and certification as opposed to a required number of semester or quarter hours in certain prescribed courses. This discussion does not mean to imply that all teachers' associations exist for single purpose of obtaining money for teachers. There are associations that contribute in many and varied ways to the improvement of the teacher as a professional person. Through the participation of the teacher in the association's many educational activities, the teacher becomes more competent in the performance of his job and a better professional leader.

Teachers' salary. If elementary teachers are underpaid, how will they obtain pay commensurate to the nature of their job? When teaching as a profession attains status in the public view as has other professions, e.g., the medical profession, then teachers will be paid a fair salary. A profession has status not only because of the importance of its services to the public, but also because the members have expert competencies not possessed by the laymen. Now most laymen with an elementary education or above can teach the three R's (all remember how they were taught). Thus teaching, as a profession, is not accorded its proper status by the laity because of the procedures and practices used by many elementary teachers in the past and also in the present. In general, the laity erroneously assume that "all that can't do, teach." This study contends that teachers are still

underpaid because of their teaching procedures and the lack of professional leadership on their part. Evidence is clear that the comprehensive and intricate nature of the professional teacher's job and the expertness required for quality job performance is not understood by the laymen. Through professional leadership on the part of elementary teachers which will create a two-way channel of communication between the teaching profession and the general public increased public understanding of the professional nature of teaching will result and, as a consequence, teachers will receive an adequate salary. When this understanding is achieved, there will be little public resistance to moves toward substandard preparation in times of teacher shortage, emergency teachers, and shortened periods of preparation. And lastly, teachers must hold up teaching as a profession and not as just a job.

Other means of professional improvement. So far only one aspect of professional improvement has been discussed, that of becoming a member of a teachers' association. Other means of professional improvement are; participation in in-service education programs, attending workshops, continuing formal education, traveling, participation in discussion groups and research efforts. As these professional improvement activities are mostly self-explanatory it is not deemed necessary to set them forth in detailed fashion.

This section has developed the concept that professional improvement is a part of the job of the competent elementary

teacher. This concludes the elements of theory relating to elementary education to be presented in this study. No claim is made that this is a complete educational theory as related to elementary education, instead, only some definitive elements in an elementary educational theory were used to demonstrate the workings of the ideas inherent in the Competency Pattern Concept. The Competency Pattern Concept starts out with a few basic beliefs and assumptions a theory of education is constructed (elementary education included) and the functions of the American public schools are postulated. The educational theory and functions of the public schools must stand evaluation in terms of democratic theory. The next portion of the study is devoted to the following proposition: "Will the elements of theory presented in this study indicate the democratic functions of elementary teachers?" Hence, the Competency Pattern for elementary teachers is ready to undergo the first initial test.

The Democratic Functions of Elementary Teachers

The assumption has been made that competence can only be portrayed in terms of the job to be performed. The primary concern of this section then is the postulating of the democratic functions of elementary teachers in terms of

the whole job to be performed as reflected by the stated theory of democracy, education, and elementary education (See Figure 2).

Criteria for Selecting Democratic Functions

Before postulating the democratic functions of elementary teachers it seems prudent to set forth some criteria which these functions must satisfy. Since all functions must be compatible with democratic philosophy, the foundational theory, and the elementary educational theory the first criterion can be phrased as follows: "Do the functions reflect agreement with the stated theory of democracy, education, and elementary education?"

According to this study, the legitimate functions of the American public schools are:

1. To aid in the transmittal of the democratic cultural heritage.
2. To enable learners to develop the know-how and reflective thinking abilities which are a necessity for successful living and the improvement of a way of life.⁴²

⁴²Graff and Street, Op. cit., p. 188.

The functions of the American public schools presented above indicate that during the process of transmitting the democratic cultural heritage, learners should gain the necessary know-how and reflective thinking abilities (through the use of the method of intelligence) to solve the problems that occur in democratic society and thus aid in the improvement of a way of life. This concept is in keeping with the dynamic nature of democratic philosophy and the elements of educational theory introduced in this study and provides the framework for the second criterion to be utilized in selecting the democratic functions of elementary teachers which is: "Do the functions foster the democratic functions or purposes of the American public schools?"

The elements of theory which have been accepted as a segment of the Competency Pattern for elementary teachers have been organismic in nature. For example, pragmatic philosophy works under the assumption that the human being is not a trichotomy (mind, body, and emotions), rather he is a unity (whole), while Gestalt psychology emphasizes the fact that the learner functions through the seeing of relationships existing in a whole situation. Modern physical sciences now embrace the field concept, i.e., the whole determines the function of the parts, while the modern

natural sciences view the human organism and his field as a whole. Lists of needs that have been compiled recently have been organismic in tone, i.e., they have incorporated not only the basic sciences into the needs listed but have also taken sociology and anthropology into consideration. The modern concept of child growth and development considers the whole child, as opposed to a consideration of the physical, mental, and social development of children as separate entities. Other examples of the organismic tone of the theoretical elements presented in this study could be cited, yet the above are judged sufficient for the proposal of the third criterion to be employed in postulating the functions of elementary teachers as follows: "Do the functions adequately portray the whole job of elementary teachers?"

At this point attention is again focused on the criteria for selecting the critical areas to be used in this study. These criteria, which were proposed in the second chapter, were worded thusly:

1. Do the functions postulated for elementary teachers indicate the critical task areas?
2. Do a large number of the tasks of the job under consideration focus in the proposed area?

Meeting the requirements of the second criterion is the responsibility of a subsequent chapter (Chapter V)

inasmuch as the scope of this chapter does not permit the listing of the critical tasks that make up the job of elementary teachers. However, the first criterion presented above provides a basis for the fourth and final criterion to be used in choosing the functions of elementary teachers which asks the question: "Do the functions indicate the critical task areas?"

Four criteria have been indicated as being useful for postulating the democratic functions of elementary teachers. Democratic philosophy, educational, and elementary educational theory elements have served as a frame of reference for these criteria. Since the criteria have incorporated most of the important conceptual understandings inherent in the theoretical elements of this investigation in their makeup (the dynamic, democratic, and organismic tone of the elements of theory,) they are deemed sufficient for the purpose of validating the democratic functions of elementary teachers. At this point the criteria are again listed for the sake of emphasis and clarity as follows:

1. Do the functions reflect agreement with the stated theory of democracy, education, and elementary education?
2. Do the functions foster the democratic functions or purposes of the American public schools?

3. Do the functions adequately portray the whole job of elementary teachers?
4. Do the functions indicate the critical task areas?

With the criteria developed for validating the democratic functions of elementary teachers, the next task to be performed in line of progression is the introduction of these functions with their concomitant critical task areas. No significance should be attached to the order of these functions and critical task areas since, in view of the organismic tone of the study, the assumption is made that they are interrelated and mutually support one another. In an effort to effect clarity, Roman numerals will be employed to designate the democratic functions of elementary teachers while the critical task areas will be indicated by a capital letter. For example:

- I. A democratic function of elementary teachers.
 - A. The critical task area indicated by the function.

Function Number I

Democracy, as a social philosophy, is dynamic in nature. This social theory accepts and encourages change made functional through experimentation, yet in so doing many social problems appear that may be baffling to the members of democratic society. However, the democratic ethic contains the method for the solution of problems in

order that the way of life may be improved and this method is referred to in this study as the method of intelligence. In view of this concept the first function postulated for elementary teachers is:

- I. To provide and opportunity for children of elementary schools to develop those knowledges, attitudes, and skills necessary for successful living, and the improvement of a way of life.

Critical task area A. The understandings in the first democratic function of elementary teachers indicate the following critical task area:

- A. Instruction

Function Number II

Both pragmatic philosophy and gestalt psychology advance the idea that the individual is a purposing and problem-solving organism. In striving to attain his purpose, the individual will be confronted with many choices as to how his purpose can be achieved. No person can make a satisfactory choice for the adult individual, instead, he must be self-reliant in the making of choices relative to realizing his purpose. Also, many barriers (problems) will arise before the individual can accomplish his purpose. These problems must be solved and it is not likely that other persons will volunteer to solve these problems for the individual. The individual then must become self-reliant in the solution of his personal problems. Furthermore,

democracy, as a theory for societal relationships, makes the basic assumption that all who are influenced by a decision should have an appropriate part in its determination. This assumption indicates that the individual should become proficient in the solution of group problems. In view of this concept the second function postulated for elementary teachers is:

- II. To provide an opportunity for children of elementary schools to become progressively self-reliant in making choices and in the solution of individual and group problems.

Critical task area B. The understandings in the second democratic function of elementary teachers indicate the following critical task area:

- B. Guidance

Function Number III

Curriculum improvement must be continuous if it is to be effective. Elementary teachers have a responsibility for the development of a functional curriculum for both their particular elementary school and the schools of the system in which they work. Curriculum development is not the responsibility of the superintendent, supervisor, or principal by virtue of their positions. For curriculum development to be the task of either the superintendent, supervisor, or principal, or all of these positional orders, is to deny a basic postulate of democracy which states in essence that all who are influenced by a decision should have

an appropriate part in its determination.

Curriculum improvement then is the responsibility of administrators, teachers, students, and the laity. The authority resides in the situation.⁴³ Lines of authority do not arise as all persons involved work together for curriculum improvement. In view of this concept the third function postulated for elementary teachers is:

- III. To participate effectively in curriculum improvement activities dedicated to improving instruction in either local school units or on a system-wide level.

Critical task area C. The understandings in the third democratic function of elementary teachers indicate the following critical task area.

- C. Curriculum development.

Function Number IV

Historically, the functions of the formulation and execution of the policies and program plans of public education were considered as belonging exclusively to the educational administrator. This notion was in direct contradiction to the democratic principle which states that all who are influenced by a decision should have an appropriate part in its determination and in its implementation. On the

⁴³Ibid., p. 193.

other hand, Graff and Street⁴⁴ when setting forth the democratic functions of educational administration, specifically state that all persons concerned (administrators, teachers, pupils, and the laity) should have an appropriate part in the formulation and execution of the policies and program plans of public education. Newlon⁴⁵ has written to the effect that all questions of educational policy should be the concern of the teacher. The views presented by these educators are in keeping with the basic tenets of democracy. In view of this concept the fourth function postulated for elementary teachers is:

IV. To share appropriately is the formulation and execution of policies and program plans which seek the realization of the democratic purposes of public education.

Critical task area D. The understandings in the fourth democratic function of elementary teachers indicate the following critical task area:

D. Organization and administration.

Function Number V

Two concepts have been advanced in this chapter relative to the professional improvement of elementary

⁴⁴Ibid., pp. 196-198.

⁴⁵Newlon, Op. cit., p. 145.

teachers. First, the idea was presented that professional leadership is needed on the part of elementary teachers in order that the general public may obtain increased understanding of the problems and issues facing public education today. Without public comprehension of these problems and issues, a better and more functional program of education cannot be evolved. Second, the notion was introduced that the professional improvement of elementary teachers is necessary and desirable if these teachers are to become or remain competent in job performance. On the basis of these concepts the statement was made that professional improvement is part of the job of competent elementary teachers. In view of this concept the fifth function postulated for elementary teachers is:

- V. To participate in activities which will aid in the professional improvement of teachers and in developing a sense of responsibility to the teaching profession.

Critical task area E. The understandings in the fifth democratic function of elementary teachers indicate the following critical task area:

E. Professionalism.

The democratic functions of elementary teachers just introduced satisfy the criteria developed for the selection of these functions because;

1. The functions reflect agreement with the stated theory of democracy, education, and elementary education.
2. The functions foster the democratic functions or purposes of the American public schools.
3. The functions adequately portray the whole job of elementary teachers.
4. The functions indicate the critical task areas.

The Competency Pattern's foundation of theory (democratic, educational, and elementary educational theory elements) is completed with the listing of the democratic functions of elementary teachers. The next concern of this concept can be summarized in the following question: "If the theory is accepted, what are the critical tasks involved in the total job of elementary teachers?" The answer to this question is the responsibility of the following chapter.

Summary

Elements of a theory of elementary education have been examined in this chapter. An organismic concept of child growth and development was first introduced. Emphasis was given to the fact that it is extremely important for elementary teachers to have a knowledge of child growth and development in order that they may deal justly and intelligently with children while guiding their educational

development. Other reasons why this concept is useful to elementary teachers were proffered. The definitive elements in an organismic concept of child growth and development were next made known in terms of the basic principles of child growth and development, the development of the whole child, the relationship of child growth and development to the learning process and last, the concept of developmental tasks. The conclusion was reached that the organismic concept of child growth and development was compatible with the foundational theory elements presented in the third and fourth chapters and reasons were set forth to support this conclusion.

The second theoretical element treated in a theory of elementary education was the concept of democratic educational objectives. The functions that educational objectives should perform were set forth which included defining the direction of educational development, selecting desirable learning experiences, defining the emphasis to be made in an educational program, and forming one of the major basis for evaluation. Next, the primary aim of educational objectives was presented and the conclusion was reached that most educational objectives point to the development of a competent citizenry. In closing this sub-division of the chapter two lists of educational objectives were introduced as representative of the educational objectives that

could be used by American elementary schools as guidelines for structuring their educational programs and in performing their legitimate functions. The assertion was made that both lists of objectives were compatible with democratic philosophy and the previously presented theory elements. Reasons were given to support the above assertion.

After making a statement to the effect that for a period of approximately twenty years both educators and the laity alike have demanded a curriculum oriented to current problems of living, the conceptual understandings inherent in an areas-of-living approach to the elementary curriculum were set forth. The central idea of this curriculum approach was presented along with the notion that this type of curriculum organization is dynamic in nature and that one of its objectives is the improvement of group and individual living. The primary goal of the areas-of-living curriculum approach was found to be eliciting intelligent behavior on the part of individuals in order that they might live intelligently and participate in the improvement of a way of life. Some aspects of the areas-of-living curriculum approach was next considered which included; pupil purpose, individual differences, the method of intelligence, the relationship of content to pupil interest and needs, and concomitant learnings. Some examples of areas of living were stated and the implications of the areas of living approach for the school staff were advanced. The section on

the elementary curriculum closed with the reasoned judgment that the areas-of-living approach to the elementary curriculum is in harmony with the principles of democracy and the elements of the foundational and the elementary educational theory accepted as intrinsic to this investigation.

The essence and core of democratic methodology, as conceived by this investigation, was problem-solving in lifelike situations through the use of the method of intelligence. The definitive elements of methodology were presented and embraced such items and concepts as pupil purpose, the unit, instructional resources and materials, tools and tasks as concomitant learnings, guidance, discipline, and the utilization of the community. The idea was advanced that all concepts presented relative to methodology pointed to the fact that the general method of teaching is reflective in nature and that reflective teaching promotes reflective thinking. The statement was made to the effect that the methodology proposed in this study exhibited lack of conflict with both the foundational and the elementary educational theory elements. Reasons were listed to support this statement.

Attention was next focused on a concept of democratic leadership as applied to the role of elementary teachers operating within the American educational milieu. In an effort to effect clarity, the authoritarian leadership concept

(authority of position) was compared with the democratic leadership concept (authority of purpose). The fact that the elementary teacher is an educational leader under the democratic concept of leadership was next set forth. Since teachers, supervisors, and educational administrators are co-workers within the educational milieu, the lines of authority does not arise. The idea was presented that, according to the democratic concept of educational leadership, the elementary teacher is a leader with his own right and that democratic leadership is intrinsic to and part of the total job of elementary teachers. This section closed with a presentation of the reasons why the democratic concept of educational leadership is compatible with the theoretical elements of this investigation.

The last element of theory to be considered in the elementary educational theory was the professional improvement of elementary teachers. Since professional leadership is needed for increased public understanding of educational problems and inasmuch as professional improvement is necessary if elementary teachers are to become or remain competent teachers; the statement was made that the improvement of the elementary teacher as a professional person is intrinsic to and part of the job of elementary teachers. The question of the professional improvement of teachers in terms of belonging to a teachers' association

was discussed and the conclusion was reached that the associations will not help teachers to improve if their chief objective consists of obtaining more money for teachers. Teachers' salaries were considered and a statement was made to the effect that teachers will be paid an adequate salary when the laity understand the comprehensive and intricate nature of the professional teacher's job. Other means of professional improvement were set forth excluding the teachers' associations. This concluded the elements of a theory of elementary education.

On the basis of the foundational and elementary educational theory elements presented in this study, five democratic functions of elementary teachers were postulated. These functions were related directly to the job of elementary teachers in view of the assumption previously made that competency can only be portrayed in terms of the job to be performed. Furthermore, the functions were required to meet the requirements of some criteria which reflected the elements of theory introduced in the investigation. The critical task areas were indicated by the postulated democratic functions of elementary teachers. This concluded the first segment (theory) of the Competency Pattern for elementary teachers.

CHAPTER V

AN ANALYSIS OF THE JOB OF ELEMENTARY TEACHERS

The purpose of this chapter is to analyze the job of elementary teachers in an effort to determine the critical tasks contained therein. The principle method for this analysis will be through a study of the educational literature pertaining to the job of teachers. The critical task areas presented in this investigation are required to satisfy the following criteria:

1. Do the functions postulated for elementary teachers (see pages 211-217) indicate the critical task areas?
2. Do a large number of the tasks of the job under consideration focus in the proposed areas?

The requirements of the first criterion have been met in the fourth chapter inasmuch as the postulated democratic functions of elementary teachers did indicate the critical task areas. If a sufficient number of the critical tasks to be listed in this chapter as portraying the whole job of elementary teachers focus in the areas previously disclosed, the specifications of these criteria will be met.

Throughout the study the point has been emphasized that the individual may be deemed competent in the performance of certain tasks inherent in a specific job, yet he cannot be competent in performing tasks involved in all jobs and areas of work. Graff and Street verify this contention by giving the illustration which follows:

Consider the following description of two young men. They are both fine democratic young men. They both have skills and abilities. They are both holding jobs which require considerable training and which are socially useful. They possess a great many of the traits usually ascribed to competent people -- perseverance, good appearance, etc. The important point here is that despite the above-mentioned facts these young men could not exchange jobs and still be deemed competent. One is a pilot for an air line and the other is a teacher of English. Obviously, in order to deal with competence one must include the job task factors for which the competence is to function.¹

The foregoing discussion and illustration lead to the assumptions:

1. Without performance, competence cannot exist.
2. Competencies necessary for job performance must logically be derived from the job itself.

The assumptions listed above provide a basis for the performance of the task at hand. In analyzing the job of elementary teachers (the tasks) the educational literature to be studied (the method) may be classified under the following broad categories: first, studies developed by individual educators; second, scales for rating teachers; third, activity-analysis charts; fourth, lists of traits and abilities; fifth, the general texts in elementary education; sixth, evaluation instruments; seventh, studies made by groups of educators relative to ascertaining the teacher tasks that make up the job of teachers. No significance should be attached to the order in which the

¹Orin B. Graff and Calvin M. Street, Improving Competence in Educational Administration (New York: Harper & Brothers, Publishers, 1956), p. 199.

broad categories of educational literature to be reviewed are introduced above. These divisions of educational literature are merely to help clarify and direct attention to the method to be used in analyzing the job of elementary teachers. Finally, most of teacher tasks revealed by the literature and the job tasks postulated by this study will be evaluated by criteria developed for this specific purpose.

Criteria for the Evaluation and Selection of Critical Tasks

Attention is again focused on the definition of a critical task as proposed by Graff and Street. In their words:

A task is a segment of a job sufficiently distinct (possessing organismic wholeness) to be identified by a qualified observer, and its performance may be judged as being conducive to the overall successful performance of the job. . . . A critical task is one whose nonperformance will be detrimental to the outcomes needed for successful job performance. . . .²

It appears necessary to identify rules (criteria) for evaluating and selecting those tasks which are deemed critical. These criteria will serve the purpose of ascertaining the criticalness of both the tasks listed for teachers in the educational literature and the critical tasks postulated by this study as adequately portraying the whole job of elementary teachers.

²Ibid., p. 201.

The criteria used for evaluating and selecting the critical tasks of elementary teachers are, as a whole, adapted from the criteria developed by Graff and Street³ for the area of educational administration and those from the study developed by Street⁴ in the area of industrial arts education. They are adjusted to coincide with the purposes and character of the present study. The criteria used in evaluating and selecting the critical tasks inherent in the job of elementary teachers are:

1. Do the critical tasks reflect agreement with the stated theory of democracy, education, elementary education, and the democratic functions of elementary teachers?
2. Do the critical tasks possess a sufficient organismic unity and quality to be readily identifiable as the important tasks which make up the job of elementary teachers?
3. Are the critical tasks of such a nature that it will be possible to employ different methods in their performance?
4. Do the critical tasks have a significant relationship with one another?
5. Are the tasks stated in such a way that they

³Ibid., pp. 201-203.

⁴Calvin M. Street, "The Development of a Competency Pattern with Application to the Area of Industrial Arts Education" (Unpublished Ed. D. thesis, Department of Education, The University of Tennessee, August 1953), pp. 188-189.

will facilitate further development in terms of the know-how items (skills, attitudes, knowledges, and understandings) required in their performance?

Clarification of the Criteria

A clarification of the proposed criteria is needed as a means of suggesting their validity. The first criterion states that the critical tasks should reflect agreement with the stated theory of democracy, education, elementary education, and the democratic functions of elementary teachers. This criterion is self-explanatory when attention is centered on one of the basic postulates undergirding the Competency Pattern Concept, i.e., that the elements of the Competency Pattern must be compatible or at least exhibit lack of conflict with one another.

In essence, the second criterion proposes that the critical tasks should possess a sufficient organismic unity and quality to be readily identifiable as the important tasks which make up the job of elementary teachers. In explanation, one of the critical tasks of elementary teachers is that of providing learning experiences. The performances of this particular task will require many activities and details such as the collection of materials and resources, making assignments, review procedures, to name only a few of the items involved. However, in setting forth the

critical tasks for elementary teachers it is not necessary to list all of the items which are essential to the performance of the tasks. Thus the criterion; the tasks should possess a sufficient organismic unity and quality to be readily identifiable as the important tasks which make up the job of elementary teachers.

The third criterion asks the question: "Are the critical tasks of such a nature that it will be possible to employ different methods in their performance?" A task becomes more critical when it is possible to choose the method used in its performance. For example, in some school systems the elementary teacher is told exactly what to teach and thus, he has no choice in the matter; but as to how he will teach is another question. In planning the classroom activities the teacher must choose whether to involve the children and parents in this process or to make all decisions pertaining to classroom activities himself. "The more critical task is usually the one having two or more alternatives as to the method of performance."⁵ Furthermore, the task moves into a higher order of criticalness if the choice involves some social values of significance.⁶

The idea is advanced by the fourth criterion that

⁵Graff and Street, op. cit., p. 202.

⁶Ibid., p. 203.

the critical tasks should have a significant relationship with one another. This criterion is based on the concept that inasmuch as the whole job of elementary teachers will be portrayed in terms of critical tasks, and since all elements and items of the Competency Pattern should be compatible or show lack of conflict with each other, all tasks of the job should be directly related. Unless the critical tasks have a significant relationship with one another, the job of elementary teachers as portrayed by this study will not exhibit the state of coherency required by the Competency Pattern Concept.

The fifth and last criterion propounds the notion that the critical tasks should be stated in such a way that they will facilitate further development in terms of the know-how elements required in their performance. In retrospect, the Competency Pattern is composed of three basic elements, i.e., the theory, critical tasks, and know-how items. In view of the Competency Pattern's make up, the pattern is not complete when the elements of theory and critical tasks have been stated. The know-how items are necessary for the completion of the Competency Pattern. The above statements indicate that tasks should be stated in terms of the know-how items needed in their performance.

The criteria proposed for the evaluation and selection of critical tasks are written as critical questions. If the critical tasks postulated for elementary teachers by this study are of such a nature that they will elicit an

affirmative answer to each of the critical questions, (criteria), i.e., if the tasks can make each of the questions a declarative sentence, then the critical tasks proposed as portraying the whole job of elementary teachers will be considered adequate.

The Practices of Elementary Teachers

The fifth procedure listed in the first chapter sets forth the responsibility of this section of the study which is to review the educational literature in order to analyze the job of elementary teachers. The practices of elementary teachers as revealed in the educational literature will be evaluated in terms of the criteria presented if the need to do so is obvious.

The Teacher as a Disciplinarian

Historically, the concept of the elementary teacher's job revolves around instruction in the very rudiments of education (reading, writing, and arithmetic along with instruction in religion) and keeping discipline.⁷ Needless to point out, the teacher tasks according to this concept of teaching will not meet all of the requirements of the

⁷R. Freeman Butts and Lawrence A. Cremin, A History of Education in American Culture (New York: Henry Holt and Company, 1953), p. 120.

proposed evaluative criteria. In the first place, a narrow view is taken of the teacher's job, that of instruction and keeping discipline. Instruction was executed through rote memorization due in some measure to the influence of faculty psychology. No thought was given to the worth and dignity of the individual; all classroom activities were teacher dominated. There was only one method of performing the teacher tasks, i.e., having the pupils memorize the assigned material and the use of harsh disciplinary measures. The know-how elements were very narrow in scope, if the teacher could read, write, and do simple arithmetic and especially if he was of good religious character, the prerequisites or know-how items needed for task performance were considered adequate. In all fairness it should be stated that two of the criteria postulated for the evaluation and selection of teacher tasks are met in this concept of the elementary teacher's job. The tasks do possess a sufficient organismic unity and quality to be readily identifiable as the important tasks which make up the job of elementary teachers. Furthermore, the tasks are related to one another since harshness characterized the performance of tasks involved in instruction and discipline.

Rugg's Scale of Rating⁸

Assuming that school administrators needed to develop

⁸H. O. Rugg, "Self-Improvement of Teachers Through Self-Rating: A New Scale of Rating Teachers' Efficiency," The Elementary School Journal, 20:670-684, May 1920.

objective measures of teachers' efficiency in order to provide an effective method of training teachers while in service, Rugg developed a new scale for rating teachers. He also proposed that the scale be used as a self-rating instrument. Some of the items contained in the scale are:

- I. Skill in Teaching
 - Does he know the subject matter of his own and related fields . . .
 - Does he select subject matter effectively for class reading and discussion. . .
 - Are his aims of teaching clearly defined. . .
 - Is he skillful in conducting the class discussion. . .
 - a. Resourcefulness in organizing a discussion and in "thinking on his feet". . .
 - b. Skill in conducting "drill" exercises. . .
 - c. Ability to "develop" new phases of the work. . .
 - d. Ability to secure class participation in the recitation. . .
 - e. Skill in making the assignment. . .
- II. Skill in the Mechanics of Managing a Class
 - 1. Does the class work proceed smoothly (without artificial interruptions and transitions from one kind of discussion to another). . .
 - 2. Do the pupils attend naturally and spontaneously to the work of the lesson. . .
- III. Team Work Qualities
 - 1. Does he co-operate with other teachers in school activities (committee work, Parent-Teacher Association, etc.) . . .
 - 2. Does he contribute to faculty meetings. . .
- IV. Qualities of Growth and Keeping Up-to-date
 - 1. Does he read professional literature, books, journals, etc.
 - 2. Does he participate in and contribute to the discussion of educational meetings (teachers' association, etc.). . .
- V. Personal and Social Qualities
 - 1. Does he attract people to him (i.e., is he interested primarily in what others are doing). . .
 - 2. Does he meet people easily. . .⁹

⁹Ibid., pp. 680-681.

This rating scale indicates Rugg's conception of the tasks involved in teaching. The scale will not meet the requirements of the proposed criteria for the evaluation and selection of critical tasks since:

1. The rating scale does not reflect agreement with the stated theory of the study. The conceptual understandings intrinsic to realism, mental states psychology, and behaviorism can be found in the context of this instrument.
2. To ferret out the critical tasks in this rating scale is next to impossible. The tasks are stated mostly in terms of skills, qualities, and abilities with the method of performance indicated. Skill in instruction might be called a critical task but qualities of growth and keeping up-to-date is nothing more than a hazy, indistinct phrase. Organismic unity and quality are lacking in the majority of the so-called teacher tasks.
3. Although many of the tasks are of such a nature that different methods could be employed in their performance (securing class participation) others can only be performed by one method (skill in conducting drill exercises).

4. Since it is almost an impossibility to determine the critical tasks in this rating scale, it can not be stated that the tasks have a significant relationship with one another. The specifics, i.e., the qualities, skills, and abilities, are related to one another as they are all influenced by realism, mental states psychology and behaviorism.
5. Many of the tasks are stated in such a way that they will facilitate further development in terms of know-how items, (securing class participation) yet these tasks do not possess a sufficient organismic unity to be called critical.

Republic, Michigan's Scheme for Rating Teachers¹⁰

In the year 1920 an entirely different approach was utilized in the determination of teacher competency. Teachers and supervisory personnel in the Republic, Michigan, school system cooperated in the formulation of a scheme for rating teacher efficiency. After one rating scheme was judged to be a failure, it was decided that the logical thing to do was to evaluate teacher competency in terms of the production of changes in pupils. This decision led to

¹⁰W. L. Connor, "A New Method of Rating Teachers", The Journal of Educational Research, 1:338-58, May 1920.

the development of a scale in which seven elements of pupil behavior were evaluated. These elements were:

1. Thinking
2. Emotional reaction (appreciations)
3. Knowledge and skill
4. Morale in dispatch of assignments
5. Initiative in socially significant situations
6. Ethical self-control in situations socially significant
7. Deportment¹¹

The Republic Michigan rating scale will not be evaluated in terms of the criteria developed for the evaluation and selection of critical tasks inasmuch as the teacher tasks are not indicated therein. This scheme of rating teachers has been presented as a contrast to the job analysis technique of developing rating scales which was coming into its own in the year 1920. However, the system of rating teachers has merit in that it considers pupil behavior as a determining factor in teacher competency and intelligent behavior on the part of individuals is one of the basic considerations of the Competency Pattern Concept.

Cook's Rating Scale¹²

Cook developed a rating scale in 1921 to be used by administrators and supervisors for judging teacher competency.

¹¹Ibid., pp. 343-344.

¹²William A. Cook "Uniform Standards for Judging Teachers in South Dakota," Educational Administration and Supervision, 7:1-11, January 1921.

Although it is rather brief it indicates what the administrators and supervisory personnel would expect of teachers in job performance. This rating guide was also used in the selection of teachers. The items included in the scale are listed below:

- I. Scholarship:
 - 1. Years residence schooling above 8th grade.
 - 2. Knowledge of subject to be taught.
 - 3. Use of oral English.
 - 4. Use of written English.
- II. Professional spirit and training:
 - 1. Grade of certificate.
 - 2. Years previous experience.
 - 3. Continuing preparation, past year.
 - 4. Capacity to conduct experiments and investigations in methods and measurements.
- III. Teaching ability:
 - 1. Clearness of assignment.
 - 2. Habit of supplementing text.
 - 3. Facility and form of questioning.
 - 4. Ability to clinch points.
 - 5. Illustrations and concrete material used in teaching.
 - 6. Alertness and interest of class.
 - 7. Freedom of response by class.
 - 8. Evidence of preparation by class.
- IV. School management:
 - 1. Discipline.
 - 2. Economy of time in arranging, distributing, and collecting materials.
 - 3. Accuracy and punctuality of reports.
- V. Material conditions:
 - 1. Lighting (within limits set by building).
 - 2. Ventilation (within limits set by building).
 - 3. Hygienic seating of pupils (within limits set by furniture).
- VI. Personal equipment and appearance.
 - 1. Health.
 - 2. Cheerfulness.
 - 3. Ability to win pupils' confidence.
- VII. Extra-mural efficiency:
 - 1. Freedom from criticism as to company or habits.
 - 2. Willingness to contribute to social life of community.

3. Acquaintance with parents and home.¹³

Cook's rating guide will not satisfy the evaluative criteria for the following reasons: (1) the tasks do not reflect agreement with the stated theory and functions of elementary teachers since many of the understandings intrinsic to realism and behaviorism are in evidence; (2) many of the tasks do not possess a sufficient organismic unity and quality to be identifiable as the important tasks which make up the job of elementary teachers; (3) many of the tasks are stated in such a manner that only one method can be employed in their performance while others of the so-called tasks are listed as traits and abilities and give no indication of the method to be used in their performance; (4) many of the tasks will not facilitate further development in terms of know-how items.

The tasks listed in this rating scale are related to one another inasmuch as they are apparently based on the philosophy of realism and the psychology of behaviorism.

Gile's Score Card¹⁴

In an effort to aid educational administrators and supervisors in the appraisal of teacher effectiveness a score

¹³Ibid., pp. 9-10.

¹⁴J. T. Giles, "A Recitation Score Card and Standards," The Elementary School Journal, 23:25-36, September 1922.

card was developed by Giles for that purpose. According to this rating scale the teacher should engage in the following activities:

1. Arrangement of physical and personal surroundings.
 - (a) Light.
 - (b) Temperature.
 - (c) Humidity.
 - (d) Seating.
 - (e) Working tools.
 - (f) Pupils.
2. Arrangement of 1 mediate conditions for learning.
 - (a) Presenting new material.
 - (1) Teacher directing and assisting.
 - (2) Pupils planning and executing.
 - (b) Working over material previously studied.
 - (1) Testing for knowledge or skill.
 - (2) Directing practice.
3. Use of ideas and tools.
 - (a) Fertility of suggestion.
 - (b) Organization of ideas.
 - (c) Evaluation of materials and methods.
 - (d) Accuracy of manipulation.
4. Use of the English language.
 - (a) Grammatical correctness.
 - (b) Convincing speech.
 - (c) Pleasing address.
5. Attitude of teacher and pupils.
 - (a) Interest.
 - (b) Open-mindedness.
 - (c) Courtesy.
 - (d) Good-will.¹⁵

This standard of judging teacher competency considers the total job of the teacher as that of instruction. Again many of the so-called teacher tasks listed in this score card are simply traits and abilities. Evidently, the stated teacher tasks in this rating will not meet the proposed evaluative criteria because:

¹⁵Ibid., pp. 25-26.

1. The tasks are not in agreement with the stated theory of this study. Many concepts stemming from the philosophy are apparent in this listing of teacher activities.
2. Many of the tasks under the broad general categories do not possess a sufficient organismic unity and quality to be termed critical.
3. Some of the tasks can only be performed by one method, i.e., Herbart's five formal steps.
4. Many of the tasks will not facilitate further development in terms of know-how items since the know-how items to be used are incorporated in the stated task (testing for knowledge and skill).

The Duluth System for Rating Teachers¹⁶

Bracken, writing for The Elementary School Journal, introduced the Duluth System for rating teachers. This system was devised for rewarding or releasing teachers on the basis of the supervisor's estimate of a teacher's competence. Before adopting this rating scale, teachers, supervisors, and principals discussed and approved it. This scale is basically the same as the one developed by Rugg.¹⁷

¹⁶John L. Bracken, "The Duluth System for Rating Teachers," The Elementary School Journal, 23:110-119, October 1922.

¹⁷Rugg, Op. cit.

The teacher tasks are stated in the form of questions but the categories under which the questions are grouped are somewhat different and more numerous. Because of the similarity of the two rating scales, the questions listed in the Duluth rating scale will not be recorded. Neither will this rating system be evaluated by the criteria utilized in this study since both scales suffer approximately the same deficiencies, i.e., they are based on the conceptual understandings which are intrinsic to realism and behaviorism. Instead, the broad functional categories under which the questions are grouped will be presented for purposes of comparison. They are:

1. Instructional skill.
2. Pupil achievement.
3. Administrative ability.
4. Professional attitude.
5. Personal equipment.¹⁸

Brueckner's Time Analysis Chart¹⁹

Attention is directed to the use which some educators have made of the job analysis technique. For example, Brueckner has made the statement that a teacher should use a chart for recording the time devoted to each classroom activity, since these time records will aid the supervisor

¹⁸Bracken, Op. cit., pp. 116-117.

¹⁹Leo J. Brueckner, "The Value of a Time Analysis Chart of Classroom Activities as a Supervisory Technique," The Elementary School Journal, 25:518-521, March 1925.

in making suggestions pertaining to the teacher's methods. An example of such a time chart pertaining to reading activities in the first grade for any week in the year is given below:

Type of Activity	Time in Minutes
1. Pure phonetic drill to develop independence in word recognition	63
2. Word drills connected with daily reading work for meaning and pronunciation	34
3. Oral reading: books, blackboards, cards, etc.	112
4. Flash-card drills to develop silent-reading ability	28
5. Directed silent reading.	62
6. Combination of oral and silent reading .	20
7. Undirected free silent reading	66
8. Illustration and handwork.	69
9. Dramatization.	16
10. Oral language based on reading lesson during reading period.	40
11. Written language work based on reading lesson during reading period.	0
12. Use of arithmetic, geography, etc., material during reading period	12
13. Attention to needs of individual pupils.	35
14. Tests, formal and informal.	15
15. Other.	0
TOTAL	572 ²⁰

This is an example of the job analysis technique carried to the extreme. The chart was developed with this basic assumption in view: The correct amount of time for teaching all of the activities of the elementary curriculum can be discovered by the method of science which, in turn, will aid in developing the perfect elementary teacher.

²⁰Ibid., p. 520.

The Charters and Waples Study²¹

One of the most comprehensive studies pertaining to teacher tasks is the one performed by Charters and Waples. This investigation made an attempt to answer the question: "How should teachers be trained in order that they may be effective in job performance?" As to the procedure used in an attempt to answer this question, a master list of characteristics essential for successful teaching in several types of schools was made. In determining this list of qualities forty-one administrators, twenty-seven teachers, fourteen parents, ten pupils, and three representatives of teachers' agencies were interviewed to discover what they believed to be the most essential traits for success in teaching the various grade levels in different types of communities. These people explained the meaning of each trait by giving examples of activities whereby the trait was expressed. Approximately 2,800 actions indicative of the possession of a trait were collected. Twenty-one judges independently translated these actions into eighty-three traits. Twenty-five judges then telescoped these eighty-three traits into about twenty-five groups. Twenty-five administrators conversant with the qualities necessary for the five types of teachers, indicated the traits and activities

²¹Werrett W. Charters, Douglas Waples, The Commonwealth Teacher-Training Study (Chicago: The University of Chicago Press, 1929).

considered to be most important, least important, and of average importance for teachers in each five types of schools, i.e., senior high school, junior high school, intermediate grades, primary grades and kindergarten. The results of these rankings were then summarized. The assumption was made that these summarized activities were equally valid for both elementary and secondary teachers.

The categories of teacher activities. Because of the immensity of the list of traits and tasks (1001 in all) deemed necessary by these educators for quality job performance by teachers, it is not judged wise to state them all in this study. Instead, the major categories of teacher tasks are presented with the sub-categories and their divisional headings as follows:

Teachers' activities involved in classroom instruction

- I. Teaching subject matter
 - A. Planning:
 - B. Setting up objectives:
 - C. Selecting and organizing subject matter:
 - D. Developing interests:
 - E. Instructing:
 - F. Assigning work:
 - G. Providing facilities for individual study:
 - H. Providing sufficient opportunity for pupils' activities:
 - I. Investigating and evaluating pupils' needs, abilities, and achievements:
 - J. Exhibiting useful teaching traits:
- II. Teaching pupils to study
 - A. General activities:
 - B. Specific activities:

Teachers' activities involved in school and class management (exclusive of extra-curricular activities)

- I. Activities involved in recording and reporting information concerning pupils
 - II. Activities involving contacts with pupils
- Teachers' activities involving supervision of pupils' extra-classroom activities (exclusive of activities involved in school and class management)

- A. Activities involving informal contacts with pupils:
- B. Activities in supervising play:
- C. Activities in supervising athletics:
- D. Activities in supervising social activities:
- E. Activities in supervising dramatic and musical organizations:
- F. Activities in supervising pupils' publications:
- G. Activities in supervising pupils' forensic activities:
- H. Activities in supervising pupils' excursions:
- I. Activities in supervising pupils' assemblies:
- J. Activities in supervising activities in drives and campaigns:
- K. Activities in supervising other pupil organizations:
- L. Activities in supervising special programs:

Activities involving relationships with the personnel of the school staff

- A. Relations with the school board:
- B. Relations with custodian of supplies:
- C. Relations with dean of women:
- D. Relations with department head:
- E. Relations with janitor:
- F. Relations with librarian:
- G. Relations with nurse (school and county nurse, dental nurse, dietitian, welfare advisor):
- H. Relations with physician (health officer, oculist):
- I. Relations with principal:
- J. Relations with superintendent:
- K. Relations with assistant superintendent:
- M. Relations with county superintendent:
- N. Relations with supervisor:

- O. Relations with other teachers:
- P. Relations with substitute teacher:
- Q. Relations with visiting teacher:

Teachers' activities involving relations with members of school community

- A. Relations with the community at large:
- B. Relations with occupational groups:
- C. Relations with parents of school community:
- D. Relations with social organizations:

Teachers' activities concerned with professional and personal advancement

- A. Making professional contacts:
- B. Seeking to improve skill in teaching:
- C. Seeking to improve professional status:
- D. Providing for personal welfare:
- E. Developing desirable traits:

Teachers' activities in connection with school plant and supplies

- A. Activities in connection with school plant:
- B. Activities in connection with school supplies and equipment:²²

The teacher tasks as listed by Charters and Waples will not meet all of the requirements of the evaluative criteria utilized in this study for the purpose of selecting the critical tasks necessary for portraying the job of the elementary teacher. Many of the specifics enumerated under the major categories would not be detrimental to the outcomes needed for successful job performance by elementary teachers, yet they are not critical tasks but rather represent techniques to be used. This does not imply that the elementary teacher will not use techniques in performing his job, but the position is taken in this study that the task

²²Ibid., pp. 304-473.

faced and the underlying theory accepted by the teacher should indicate the techniques to be used. In view of this statement, it would appear that the job of the elementary teacher is not to master an extensive list of specific techniques, instead in the course of job performance he will gain proficiency in the techniques needed for quality job performance. In other words, the teacher's activities, are neither good nor bad in themselves. The purpose, the atmosphere of the action, the manner of execution, the effects upon the students, and the behaviorial changes in the students fix the level of a specific activity.

Specifically, the reasons why the list of teacher activities as proposed by Charters and Waples will not completely satisfy the criteria for the selection of critical tasks are:

1. The teacher activities recorded by Charters and Waples do not agree with the stated theory of democracy, education and elementary education. The influence of realism and behaviorism is apparent in this list of teacher tasks (the tasks are numerous and detailed) as opposed to pragmatism and gestalt psychology which are accepted in this study as being compatible with the basic postulates of democracy.

2. Many of the teacher tasks do not possess a sufficient organismic unity and quality to be readily identifiable as the important tasks which make up the job of elementary teachers, e.g., "finding adequate time for planning."
3. There are so many specific teacher tasks listed by Charters and Waples that generally the method to be employed in task performance is directly implied in the task or technique itself, e.g., filing and perserving plans.
4. The tasks and techniques enumerated by Charters and Waples have a relationship with the tasks in the total job of elementary teachers according to the views of realism and the psychology of behaviorism. Both have been rejected in this investigation.
5. Many of the tasks are stated as definite techniques, thus they will not facilitate further development in terms of know-how items, i.e., the know-how is an inherent part of the specific task or techniques listed.

Bryan's List of Good Teaching Qualities²³

As a point of interest, Bryan gave a subjective treatment to the qualities which students consider most important

²³R. C. Bryan, "Student Reactions to Teaching Procedures," The Educational Digest, 11:55-56, December 1945.

for good teaching. In his opinion they are:

1. The teacher's knowledge of the subject.
2. The teacher's ability to explain things clearly.
3. The amount of work the teacher does.
4. How much students think they are learning from the teacher.²⁴

Even though Bryan arrived at this list of good teacher qualities in a subjective manner, the list points out that even students evaluate teachers in terms of the older educational philosophical and psychological concepts. This is probably due to the teaching methods used by teachers at all levels in the past. Since this article was written in the year 1945, the assumption can be made that many teachers are still using antiquated teaching procedures.

The Report of the Commission on Merit Rating of Teachers²⁵

In the year 1945, a report on the subject of merit rating of teachers was released by the General Assembly of North Carolina. The General Assembly had appointed a commission to perform this study and McCall acted in the capacity of coordinator and consultant to the commission. After an extensive survey of current practices both as to procedures in the merit rating of teachers and the application of such ratings to salary schedules, the commission was unable to find an instrument for measuring teaching

²⁴Loc. cit.

²⁵The General Assembly of North Carolina, Report of the Commission on Merit Rating of Teachers (Raleigh: The General Assembly of North Carolina, 1945).

efficiency which could be accepted as valid for determining salaries. However, the commission did recommend that an experimental program be carried out relative to the merit rating of teachers. Some of the recommended areas of experimentation included: (1) curriculum development; (2) classroom activity; and (3) pupil growth.²⁶

The above areas of experimentation as set forth in this study could indicate the critical task areas judged important by the commission. Although no attempt was made in this report to list teacher tasks, the three experimental areas listed above were introduced to reinforce the idea of the importance of curriculum development, classroom activity, and pupil growth to the job of teachers.

Barr's Summarization of Teacher Traits and Activities²⁷

Barr annotated 153 references related to the problem of measuring and predicting teacher efficiency. In all cases the annotation included the following: (1) criteria; (2) number of persons studied; (3) aspects of teacher or teaching studied; and (4) data-gathering devices and results: These studies were grouped as follows:

1. Studies employing practice teaching marks or rating as the criteria.
2. Studies relying upon in-service ratings.

²⁶Ibid., p. 22.

²⁷A. S. Barr, "The Measurement of and Prediction of Teaching Efficiency: A Summary of Investigations," The Journal of Experimental Education, 16:203-283, June 1948.

3. Studies employing college grades or scholarship as the criterion of success.
4. Studies employing a consensus of opinion.
5. A group of studies more or less descriptive in character, classified as miscellaneous.²⁸

Summaries of these studies were made and conclusions were drawn relative to teacher efficiency, elementary and secondary teachers inclusive. For the purpose of this study it is deemed sufficient to present a representation of the traits and activities listed by Barr which occurred with a frequency of five or more in 209 rating scales. This will indicate the long list of teacher traits and tasks that have evolved in the field of education over a period of years. No attempt will be made to evaluate these teacher traits and activities in terms of the criteria employed in this study since they are merely an accumulation of teacher traits, abilities, activities, tasks, and skills. A part of Barr's summarization of the 199 traits and activities found in the rating scales with their concomitant frequencies is listed below:

Number of Item	Item	Frequency
1.	Instruction	261
2.	Classroom management	164
3.	Professional attitude	157
4.	Choice of subject matter	147
5.	Personal habits	151
6.	Discipline	125
7.	Appearance of room	120
8.	Personal appearance	118

²⁸Ibid., p. 204.

Number of Item	Item	Frequency
9.	Cooperation	103
10.	Health	101
11.	Voice	96
12.	Professional growth	94
13.	Use of English	87
14.	Skill in assignment	86
15.	Definiteness of aim	85
16.	Tact	79
17.	Initiative	78
18.	Personality	76
19.	Loyalty	74
20.	Promptness	71
21.	Daily preparation	69
22.	Results	68
23.	Enthusiasm	67
24.	Scholarship	67
25.	Skill in questioning	67
26.	Attention to individual needs	65
27.	Motivation	65
28.	Self-control	61
29.	General development of pupils	60
30.	Skill in teaching how to study	60
31.	Routine	55
32.	Professional reading	53
33.	Social qualities	52
34.	Skill in habit formation	50
35.	Preparation	48
36.	Resourcefulness	48
37.	Interest in lives of the pupils	47
38.	Professional equipment	47
39.	Industry	46
40.	Professional preparation	43
41.	Pupil achievement	41
42.	Care of ventilation	40
43.	Reports	39
44.	Attendance	37
45.	Care of heat	36
46.	Care of light	36
47.	Teaching methods (devices)	36
48.	Adaptability	35
49.	Skill in stimulating thought	35
50.	Economy of time	34 ²⁹

²⁹Ibid., p. 213-214.

Critical Tasks as Listed in the General Texts in Elementary Education

As a rule, the general texts in elementary education devote relatively little comment to the critical tasks of elementary teachers. Nevertheless, the job tasks as listed in the elementary education texts are given consideration in the analysis of the job of elementary teachers. The remainder of this section will be devoted to a presentation of the job tasks set forth in these texts.

McGaughy's list of teacher activities.³⁰ McGaughy has listed briefly the typical activities of elementary teachers in broad categories as they perform the specific tasks entrusted to them. They are:

1. The teacher's relationship to his pupils.
2. The teacher's relationship to other teachers.
3. The teacher's relationship to his superior officers.
4. The teacher's relationship to the community.
5. The professional preparation of teachers.
6. The growth of teachers while at work.³¹

Since these activities are not in terms of behavior and since they are not specific to the point that they could be called teacher tasks, they will not be subjected to the evaluative criteria. The activities have been presented because they depict the total job of elementary teachers in

³⁰J.R. McGaughy, An Evaluation of the Elementary School (New York: The Bobbs-Merrill Company, 1937).

³¹Ibid., pp. 77-97.

general terms and are a convenient set of rubrics which will help to ascertain the critical tasks needed by the teacher for quality job performance.

Ritter and Shepherds' teacher characteristics.³²

Ritter and Shepherd have recorded the following items and desirable characteristics for the elementary teacher:

1. Good health.
2. Sympathy.
3. Resourcefulness.
4. Knowledge of subject matter.
5. Knowledge and use of good techniques.
6. Naturalness of manner.
7. Ability to stimulate interest.
8. Ability to inspire pupils with confidence and to work.
9. Fairness.
10. Tact.
11. Humor.
12. Refinement.
13. Pleasing voice.³³

This is nothing more than the old listing of traits and abilities, thus it is pointless to evaluate them by the criteria of this study.

Hockett and Jacobsens' portrayal of the job of elementary teachers.³⁴ Although not specifically designating their classification of teacher activities as critical tasks, Hockett and Jacobsen list the following broad categories in their table of contents as portraying the

³²E. L. Ritter and L. A. Shepherd, Methods of Teaching in Town and Rural Schools (New York: The Dryden Press, Inc., 1942).

³³Ibid., p. 3.

³⁴John A. Hockett, E. W. Jacobsen, Modern Practices in the Elementary School (Boston: Ginn and Company, 1943).

teacher's job in providing instruction:

1. Organizing the class for living and learning.
2. Developing a unit of work.
3. Managing the daily program.
4. Making the most of the environment.
5. Utilizing children's latent creative abilities.
6. Making discipline educative.
7. Meeting individual needs.
8. Meeting the needs of unusual children.³⁵

These teacher tasks enumerated in the table of contents in this text partially satisfy the criteria used in this study since:

1. For the most part the tasks reflect agreement with the stated theory and the democratic functions of elementary teachers set forth in the investigation.
2. As a rule the tasks possess a sufficient organismic unity and quality to be identifiable as the important tasks which make up the job of elementary teachers.
3. Different methods can be employed in the performance of these tasks.
4. The tasks are stated in such a way (they are stated in terms of behavior) that they will facilitate further development in terms of know-how items.

³⁵Ibid., p. V.

As these tasks do not portray the total job of elementary teachers (they only picture the job of the teacher as that of providing instruction) they fail to satisfy the whole criteria utilized by this study. For example, meeting the needs of individual children should be a part of some larger task, possibly organizing the class for living and learning.

Stretch's proposal of job categories.³⁶ In her treatment of the responsibilities of the elementary teacher, Stretch proposes that his job revolves around these major categories:

1. Professional growth.
2. Community relationships.
3. Directing or guiding learning.
4. Organizing the curriculum.
5. Counseling.
6. Keeping records.³⁷

In spite of the fact that the above categories proposed by Stretch are not stated as critical tasks, they do portray the total job of the teacher. These categories, however, could be construed to be the critical tasks areas inherent in the elementary teachers job although keeping records appears to narrow for a task area and no mention is made of the teacher's part in the organization and administration of the school. The broad divisions of the elementary

³⁶Lorena B. Stretch, The Elementary School of Today (Minneapolis: Educational Publishers, Inc., 1947).

³⁷Ibid., pp. 41-49.

teachers job will not be subjected to the evaluative criteria developed in this study since none of the categories contain a listing of teacher tasks.

Baxter's description of the effective teacher.³⁸

According to Baxter, the effective teacher should be described in terms of behavior. Baxter attempted to execute this task but his description of the competent teacher is nothing more than a list of traits, abilities, and characteristics. This educator's portrayal of the effective teacher is introduced here to amplify the fact that in many cases educators still depict the competent teacher in terms of traits and abilities. Since teacher tasks are all but absent from this list, it will not be evaluated. The phrases included in this picture of a teacher are:

1. Having the ability to remain self-controlled in the midst of conflicting demands.
2. Poised and efficient in directing several simultaneous activities.
3. Habitually quite, poised, and courteous in relations with children.
4. Constructive and encouraging in comments and manners.
5. Conversational and friendly in relations with pupils.
6. Original and intriguing in voice and manner.
7. Possessing a sense of humor.
8. Eliciting willing response from children.
9. Enthusiastic (although often quietly so) about pupils and teaching.
10. Participating with interest in pupils' activities.
11. Interested in helping pupils to direct their own conduct rather than securing conformity through personal domination.

³⁸Bernice Baxter, Teacher-Pupil Relationships (New York: The Macmillan Company, 1948).

12. Possessing sufficient self-restraint to allow children to work through their own problems.
13. Intelligently independent of inhibiting restraints of traditional practices.
14. Ingenious in utilizing opportunities for teaching.
15. Evidencing a planned but flexible procedure with materials and individual needs.
16. Careful in planning with pupils and in guiding them to successful completion of undertakings.
17. Skillful in directing pupils to evaluate their work.
18. Aware of children's physical and emotional needs as well as their educational needs.
19. Interested in pupils as persons.
20. Alert to the differences in individuals, recognizing abilities and limitations.³⁹

Teacher problems as set forth by Baxter, Lewis, and Cross.⁴⁰ Another source of information relative to the tasks of elementary teachers may be found in the book written by Baxter, Lewis and Cross. These educators have devoted a complete chapter to a summary of teacher tasks. The writers list these tasks as problems under broad headings. According to these writers the problems confronting teachers of today are:

Problems concerning school organization:

Use of buildings and facilities.

Use of special services, such as supervisors, medical specialists, special teachers, etc.

Problems concerning the growth and development of children:

Objectives for all children.

Children with special learning problems.

Children with special behavior problems.

Children who are handicapped physically, mentally, or by socioeconomic deprivations.

Relationship to parents of these children.

³⁹Ibid., pp. 33-35.

⁴⁰Bernice Baxter, Gertrude M. Lewis, and Gertrude M. Cross, Elementary Education (Boston: D. C. Heath and Company, 1952).

Use of resources helpful to the good development of children.

Problems concerning the curriculum or learning experiences of children:

Objectives of the school.
 Critical evaluation of the ways in which the school is affecting children at all points.
 Major teaching areas or themes.
 For entire school.
 For primary, intermediate, and upper units, and the coordination of their parts.
 For each age group.
 Progress of individuals throughout the school.
 Resources and materials for teaching.
 Relationship of parents and community to the curriculum.
 In determining objectives and philosophy governing child development.
 In determining content and experiences.
 In determining methods of reporting the progress and problems of children.
 In coordinating home, community, and school guidance for children.
 In making home and community resources available for the development of children.
 In providing out-of-school opportunities for children.

Problems concerning the education of the staff:

Professional improvement.
 Study of the local community.
 Study of how children grow and learn.
 Study of aspects of the curriculum, art, music, social studies, science, arithmetic, etc.
 Personal improvement through study and experimentation.

Problems of community-school cooperation:

School and youth group cooperation.
 Community and school health programs.
 Parent study groups.
 Community recreation.
 Community council development and maintenance.
 Community survey improvement.
 The school as a center for community activities.⁴¹

Although not stated as definite teacher tasks, these teacher problems give an over-all view of the job of elementary

⁴¹Ibid., pp. 349-350.

teachers. The functional categories could be interpreted as critical task areas although it is possible that problems concerning the growth and development of children and the learning experiences of children should be grouped under one heading since related kinds of problems focus under them. These problems will not be evaluated by the criteria of this study since they are not listed as teacher tasks. They are brought before the reader as an example of one means of portraying the whole job of elementary teachers. However, certain items could well be construed to be critical tasks, e.g., determining content and experiences.

Beck, Cook, and Kearneys' view of teacher tasks.⁴²

Beck, Cook, and Kearney make no pretense of listing teacher tasks, instead, they have only this to say concerning this subject:

If teachers could be prepared as skilled mechanical workers it might be possible to provide them with ready answers to most of their problems. Since this is not possible it becomes necessary to prepare teachers as professional workers. They must have background, courage, freedom, imagination, and ingenuity to approach each classroom situation with an experimental attitude. Whatever occurs in the classroom will be affected by (1) the innate complexity of the situation, (2) the basic objectives that grow out of a concern for human welfare, (3) and the learning situation in the individual and in the group, as it develops from day to day and hour to hour.⁴³

⁴²Robert H. Beck, Walter W. Cook, and Nolan C. Kearney, Curriculum in the Modern Elementary School (New York: Prentice-Hall, Inc., 1953).

⁴³Ibid., pp. 378-379.

Macomber's conception of teacher activities.⁴⁴ The tasks of elementary teachers are broadly indicated in the table of contents in a recent publication by Macomber. They are:

1. Selecting and planning an experience unit.
2. Guiding unit activities in the classroom.
3. Classroom organization and pupil control.
4. Evaluating the educational program.
5. The teacher as a counselor.⁴⁵

This delineation of tasks or activities are more in terms of critical task areas to be utilized in classifying critical tasks. Since they cannot be considered as critical tasks but as focal points around which the tasks of elementary teachers may be arranged, it is not necessary to submit them to the evaluative criteria.

Saucier's notion of teaching procedure.⁴⁶ Saucier has only the following statements to make regarding the tasks of elementary teachers:

Teaching procedure in the elementary school consists of three rather distinct divisions, or steps. These parts of the teaching process are what are commonly called the "assignment" the "working period," and the "recitation." The teacher engages (1) in planning and initiating the unit of work, (2) in directing the work as the unit is developed, and (3) in directing the discussion and evaluation of the results. Each of these three

⁴⁴Freeman Glen Macomber, Principle of Teaching in the Elementary School (New York: American Book Company, 1954).

⁴⁵Ibid., pp. VI-VII.

⁴⁶W. A. Saucier, Theory and Practice in the Elementary School (New York: The Macmillan Company, 1951).

steps of the process of teaching contributes to and fuses with the other two steps. Yet each one may well be considered as a definite part of the whole process.⁴⁷

It is readily apparent that Saucier's view of the critical tasks inherent in the job of elementary teachers is too narrow to be accepted or evaluated in this study.

Thomas's idea of teachers as creative workers.⁴⁸

Although he did not enumerate the tasks of elementary teachers, Thomas has this to say relative to this subject.

. . . teaching should be a profession of creative workers. Although each of us learns methods and evaluation techniques from reading professional literature and observing others, every teacher should develop his own new techniques by keeping in mind the questions: What is worth while for children to learn? How can I best help them to learn it? How can I discover how well they have learned it?⁴⁹

This study is in agreement with the statement that every teacher should develop his own new techniques, yet this will be much easier to do if the teacher has a blueprint of the competent teacher in terms of critical tasks based on a sound educational theory.

The common tasks of teaching and curriculum as presented by Herrick and associates.⁵⁰ The common tasks of

⁴⁷Ibid., p. 165.

⁴⁸Murray Thomas, Ways of Teaching in Elementary Schools (New York: Longmans, Green and Co., 1955).

⁴⁹Ibid., p. 72.

⁵⁰Virgil E. Herrick, et al., The Elementary School (Englewood Cliffs, Prentice-Hall, Inc., 1956).

teaching and curriculum according to Herric and associates are:

1. The identification, definition, and use of objectives. . .
2. The selection of learning experiences of some educational significance. . .
3. The organization and development of these experiences so that all of the essential educational elements are considered; the experiences are organized around foci which are sufficiently comprehensive to include children, ideas, materials, plans activities, and evaluations; and the relationships among these elements are seen and used to predict and control future behavior.
4. The evaluation of the products of learning so that their relationships to objectives are perceived, their adequacy of development at that time is determined, and their consequence for future improved behavior is examined.
5. The formulation and carrying out of plans which include the important people of the teaching-learning enterprise--children, teachers, staff, parents, and adults--at their proper points of responsibility and in relation to their performing their respective functions in insuring an effective and desirable educational programs for children.⁵¹

These tasks which are stated in general terms partially satisfy the criteria used by this study for the selection of critical tasks since: (1) they reflect agreement with the stated theory of democracy, education, elementary education, and the democratic functions of elementary teachers; (2) they possess a sufficient organic unity and quality to be readily identifiable as the

⁵¹Ibid., pp. 133-134.

important tasks which make up the job of elementary teachers; (3) different methods can be employed in the performance of these tasks; and (4) the tasks are stated in such a way that they will facilitate further development in terms of know-how elements. These teacher tasks do not completely meet the requirements of the criteria since the total job of the elementary teacher is not depicted by these tasks, e.g., no definite mention is made of tasks involved in guidance nor the professional improvement of teachers.

A synthesis of the texts in elementary education. Finally, an examination of the table of contents of the texts in elementary education previously presented in this study (see pages 252-263), disclosed that the following areas of activity are commonly used.

1. Curriculum construction.
2. Motivation of educational behavior.
3. Caring for individual differences.
4. Classroom management.
5. Selecting and planning learning experiences.
6. Selecting, planning, and developing units.
7. Developing competency in the language arts.
8. Developing competency in the social studies.
9. Developing competency in the sciences.
10. Developing competency in arithmetic.
11. Developing competency in health, physical education, and recreation.

12. Developing competency in the arts.
13. Discipline.
14. Guidance and counseling.
15. Measurement of pupil achievement.
16. Reporting and promoting.
17. Evaluating the educational program.
18. Organization and administration of the educational program.

This list is not presented because it adds new items or tasks to be performed in teaching in the elementary schools, but rather to point by way of summary to the breadth of the elementary teachers' job as currently conceived.

Curtis and Andrews's Evaluation Instrument⁵²

In an evaluation instrument which they devised for the purpose of evaluating the student teacher, Curtis and Andrews listed eight categories or critical tasks which give an excellent picture of the job of the general teacher. Although the task area "functions as a part of the community" does not relate directly to the job to be performed, it is important and should be taken into consideration in describing basic know-how items. The methods of performing

⁵²Dwight K. Curtis and Leonard O. Andrews, Guiding Your Student Teacher (Englewood Cliffs: Prentice-Hall, Inc., 1954).

these tasks or task areas are grouped under them. Furthermore, these broad categories are stated in terms of behavior making them more compatible with the tone of this study. Although this instrument was developed for the purpose of evaluating teachers at all levels, the critical tasks contained therein are presented below as a direct contrast to rating guides introduced in a previous portion of this chapter:

- I. Maintains a good physical environment in the school.
- II. Provides atmosphere conducive to social and emotional growth of children.
- III. Maintains a wholesome learning atmosphere.
- IV. Sees the child in relation to his home and maintains effective cooperative relations with parents.
- V. Contributes to the welfare of the whole school.
- VI. Functions as a part of the community.
- VII. Initiates and maintains professional growth.⁵³

These tasks represent one means of portraying the job of teachers (elementary and secondary teachers included) and meet the requirements of the evaluative criteria since:

(1) the tasks generally reflect agreement with the accepted educational theory and the democratic functions of elementary teachers revealed in this study; (2) the tasks possess a sufficient organismic unity and quality to be readily identifiable as the important tasks which make up the job of elementary teachers; (3) different methods may be employed in the performance of these tasks; (4) the tasks

⁵³Ibid., pp. 358-362.

have a significant relationship with the critical tasks inherent in the total job of teachers with the exception of the task, "functions as a part of the community;" and (5) the tasks are stated in such a way that they will facilitate further development in terms of know-how items required in their performance.

Competencies Sought for Teachers by the University of Tennessee⁵⁴

The University of Tennessee has outlined the competencies sought for all prospective teachers, both, elementary and secondary, who participate in the core professional educational program. These competencies were delineated in terms of the critical tasks and know-how items (attitudes, understandings, and skills) needed by the general teacher. Seven critical tasks were listed as being necessary for quality job performance. They are:

1. Plans educational programs.
2. Provides educational experiences.
3. Evaluates educational objectives.
4. Guides and counsels learners.
5. Participates in the life of the school.
6. Acts as liason between school and community.
7. Meets responsibilities as a member of the profession.⁵⁵

This list of teacher tasks stated in terms of behavior partially meets the requirements of the criteria

⁵⁴"Program of Teacher Education" (Unpublished report on the Core Professional Education Program of the University of Tennessee, The University of Tennessee, Knoxville, 1955-56). (Mimeographed)

⁵⁵Ibid., p. 1.

of this study because:

1. The tasks reflect agreement with the stated theory of democracy, education, elementary education and the democratic functions of elementary teachers with the possible exception of acts as a liason between school and community. This task should be a part of basic know-how.
2. The tasks possess a sufficient organismic unity and quality to be readily identifiable as the important tasks which make up the job of teachers.
3. The tasks are of such a nature it is possible to employ different methods in their performance.
4. The tasks have a significant relationship with one another although the tasks directly related to curriculum development are implied but not directly expressed.
5. The tasks are stated in such a way that they will facilitate further development in terms of know-how items.

Kinney's Portrayal of Teacher Tasks⁵⁶

In its study of problems and programs of teacher

⁵⁶Lucien B. Kinney, Measure of a Good Teacher (4th ed.; San Francisco: The California Teachers Association, Publishers, 1953).

education, the California Teachers Association felt the necessity for a definition of the desirable product of those programs. The Council on Teacher Education coordinated a state-wide program of study and research which terminated in what is commonly called the "California Statement of Teaching Competence." Kinney was asked to describe the background of these research efforts and to state how the results of this investigation could be put to use.

In this delineating the factors in teaching competence, the various roles which the teacher (both elementary and secondary) must assume were stated and under them were listed the critical tasks or functions to be carried out in role performance. Furthermore, the activities necessary for task performance were enumerated. The teacher roles and the tasks or functions listed under them are given below:

1. A director of learning.
 - 1.1 Adapts psychological principles of learning to individuals and groups.
 - 1.2 Adapts principles of child growth and development to planning of learning activities.
 - 1.3 Maintains an effective balance of freedom and security in classroom.
 - 1.4 Demonstrates effective instructional procedures.
 - 1.5 Plans learning experiences effectively.
 - 1.6 Is effective in classroom management.
 - 1.7 Uses diagnostic and remedial procedures effectively.
 - 1.8 Utilizes adequate evaluation procedures.
2. A counselor and guidance worker.
 - 2.1 Adapts principles of child development and mental hygiene to individual and group guidance.

- 2.2 Is competent to collect and utilize significant counseling data.
- 2.3 Can utilize suitable counseling techniques.
- 3. A mediator of the culture.
 - 3.1 Can direct individuals and groups to significant life applications of classroom learning.
 - 3.2 Draws on an experimental background to enrich cultural growth of groups and individuals.
 - 3.3 Develops and understanding and appreciation of current social problems.
 - 3.4 Can direct pupils in learning to use those materials from which they will continue to learn after leaving school.
 - 3.5 Can develop pupil skills necessary for democratic participation in society.
 - 3.6 Can develop pupil skills necessary for effective participation in a democratic society.
- 4. A member of the school community.
 - 4.1 Is able to plan cooperatively on educational and administrative objectives.
 - 4.2 Reveals sense of responsibility for his share in the overall effectiveness of the school.
- 5. A liason between social and community.
 - 5.1 Utilizes available education resources of the community in classroom procedures.
 - 5.2 Secures cooperation of parents in school activities.
 - 5.3 Interprets the school to the community.
 - 5.4 Demonstrates ability to assist lay groups in developing understanding of modern education.
 - 5.5 Participates in definition and solution of community problems.
- 6. A member of the profession.
 - 6.1 Demonstrates an appreciation of the social importance of the profession.
 - 6.2 Develops and adheres to a professional code of ethics.
 - 6.3 Contributes to the profession through its organizations.⁵⁷

⁵⁷Ibid., pp. 23-24.

These tasks and teacher roles are helpful in visualizing the job of the teacher. Furthermore, the tasks satisfy the evaluative criteria for the following reasons:

1. The tasks reflect agreement with the stated theory of democracy, education, elementary education, and the functions of elementary teachers.
2. The stated tasks possess a sufficient organic unity and quality to be readily identifiable as important tasks which make up the job of teachers.
3. The tasks are of such a nature that it is possible to employ different methods in their performance.
4. The tasks are stated in such a way that it is impossible to facilitate further developments in terms of know-how items.

Teacher Tasks as Reported by the Belmont Conference⁵⁸

One final source of the duties or tasks of teachers on both the elementary and secondary levels may be found in the report made by the committee on general teacher competencies. The following outline represents a consensus of the participants in the Tennessee Conference on Teacher

⁵⁸Report of the Committee on General Teacher Competencies, (Unpublished report of the Conference on Teacher Education and Certification, Belmont College, Nashville, Tennessee, 1952). (Mimeographed).

Education and Certification as related to the job of the general teacher:

- I. Building Curriculum.
 - A. Establishing objectives.
 - B. Defining pupil needs.
 - C. Surveying community resources.
 - D. Evaluating the existing program.
 - E. Selection and development of materials.
- II. Providing Instruction.
 - A. Planning activities.
 - B. Motivating pupil interest.
 - C. Evaluating the ongoing program.
 - D. Selection and development of materials.
 - E. Using community resources.
 - F. Evaluating pupil progress.
- III. Organizing and Administering.
 - A. Developing operational policies
 - B. Grading, reporting, and accounting.
- IV. Providing Guidance.
 - A. Defining pupil needs.
 - B. Counseling.⁵⁹

Attention is called to the fact that the critical tasks are listed under the essential job areas or critical task areas, both terms having the same connotation. The tasks are stated in terms of behavior and focus directly on the job to be performed. This is in keeping with the tone of this study. Seemingly, one or more of the stated tasks are methods of performance of some larger task, e.g., defining pupil needs. However, with the exception of this minor criticism, these teacher tasks satisfy the evaluative criteria of this study since:

1. The tasks reflect agreement with the stated theory of democracy, education, elementary

⁵⁹Ibid., p. 3.

education, and the postulated functions of elementary teachers.

2. Generally, the tasks possess a sufficient organismic unity and quality to be readily identifiable as the important tasks which make up the job of teachers.
3. The tasks are of such a nature that it will be possible to employ different methods in their performance.
4. The tasks have a significant relationship with one another.
5. The tasks are stated in such a way that they will facilitate further development in terms of know-how items.

This review and analysis of the job of elementary teachers and teachers in general has been fairly extensive. An attempt has been made to include various sources of information pertinent to the purpose. Teacher activities, critical tasks, or functional categories of the job have been defined, stated, or characterized in many different ways. Whenever deemed necessary, these teacher tasks were evaluated in terms of a criteria developed by this study. Many of the teacher activities extracted from the educational literature were rejected as incompatible with this study when evaluated. Some of the teacher tasks were not evaluated since it was immediately apparent that they could not be accepted as

portraying the job of elementary teachers when subjected to the evaluative criteria. These tasks were presented as points of interest. Other teacher activities were presented to show the long list of teacher tasks that have accumulated over a period of time. Although this study has evinced minor disagreements with some of the critical tasks found in the survey of educational literature, these teacher tasks, nevertheless, satisfied the requirements of the evaluative criteria.

The Critical Tasks of Elementary Teachers

The total job of elementary teachers has been broken down for analysis in different ways by different authors each way, perhaps, having its own merits. Since all of the different statements of teacher tasks have a measure of adequacy, it appears that there is no single best statement of critical tasks valid for all times and in all circumstances. Furthermore, if the assumption was made that there is a statement of critical tasks valid for both the present and the future, the foundational and elementary educational theory accepted by this study would become completely invalid as a basis for developing a Competency Pattern for elementary teachers since the philosophy of pragmatism has been accepted as an element of the foundational theory. Pragmatism holds that truth (critical tasks) is derived from facts tested by experimentation in a particular situation.

Moreover, truth (critical tasks) is dynamic in nature, changing as the universe and its people change, i.e., truth is relative to time, place, person, and circumstance. In retrospect, the term "dynamic" describes a major characteristic of this study. In view of these statements, this study cannot advance the idea that the critical tasks to be listed should be construed as the only job tasks that the elementary teacher will meet during the course of job performance. Also, cognizance is taken of the fact that the critical tasks of elementary teachers will change as American society changes which, in turn, will cause the role of the elementary school in society to change. To imply that this list of teacher tasks are valid for all persons, times, and circumstances would be to indicate that the job tasks are eternal truths (idealism or realism) which have been discovered and which are essential in any consideration of the critical tasks which make up the job of elementary teachers. Idealism and realism as educational philosophies have been rejected in this study as incompatible with the other accepted elements of the foundational and elementary educational theory.

Many of the critical tasks taken and evaluated from the educational literature were considered to be equally valid for both elementary and secondary teachers. This chapter, however, has the responsibility of determining the critical tasks conducive to portraying the total job of

elementary teachers. The critical tasks for elementary teachers will be introduced in such a way that their methods of performance will need to be stated for a full understanding to result (the purpose of Chapter VI). The point is given emphasis that the teacher tasks listed by this study may not be appropriate for every job of teaching in the elementary schools. The tasks are presented as examples of the critical tasks which will be encountered in the general job area of teaching in the elementary schools and which will satisfy the criteria developed for selecting and evaluating the critical tasks necessary for quality job performance by elementary teachers. Also, the teacher tasks stated in this report are sufficiently broad to indicate some lesser tasks that are met in the job situation. This notion is reasonable since this investigation proposes to develop a Competency Pattern for elementary teachers as opposed to a competency pattern for an elementary teacher.

Statement of Critical Tasks

With the explanation of the nature of the critical tasks to be listed, the following areas of responsibility or critical tasks are set forth as a means of describing the whole job of elementary teachers. A word of caution: No significance is to be attached to the order of the critical task areas or the critical tasks listed as they all are interrelated and serve the one purpose of portraying the job

of elementary teachers.

- I. To provide an opportunity for children of elementary schools to develop those knowledges, attitudes, and skills necessary for successful living and the improvement of a way of life.

- A. Instruction.

1. Providing learning experiences.
 2. Planning activities.
 3. Building and maintaining high student morale.
 4. Providing instructional materials and resources.
 5. Using and developing community resources.
 6. Evaluating pupil progress.

- II. To provide an opportunity for children of elementary schools to become progressively self-reliant in making choices and in the solution of individual and group problems.

- B. Guidance.

1. Stimulating students to do constructive thinking about their problems.
 2. Administering and interpreting tests, collecting significant data,

and utilizing counseling techniques.

3. Motivating pupil interest and activities in worthwhile educational endeavors.

III. To participate effectively in curriculum improvement activities dedicated to improving instruction in either local school units or on a system-wide level.

C. Curriculum development.

1. Participating in the formulation of curriculum objectives.
2. Participating in the determination of content and organization.
3. Working continuously toward the improvement of teaching (methods).
4. Participating in the selection and development of instructional materials and resources.
5. Participating in evaluating the existing program.

IV. To share appropriately in the formulation and execution of policies and program plans which seek the realization of the democratic purposes of public education.

D. Organization and administration.

1. Participating in developing and carrying out policies and program plans.
2. Accepting responsibility for the over-all effectiveness of the school and school system.
3. Executing routine administrative responsibilities.

V. To participate in activities which will aid in the professional improvement of teachers and in developing a sense of responsibility to the teaching profession.

E. Professionalism.

1. Continuing to improve teaching competence while on-the-job.
2. Displaying a sense of responsibility to the teaching profession.
3. Practicing self-evaluation as a means of professional improvement.

Evaluation of the Critical Tasks

Attention is again directed to the criteria proposed for the evaluation and selection of the critical tasks (see pages 226-227). These criteria were listed as critical questions. The notion was advanced that if the critical tasks postulated for elementary teachers by this investi-

gation were of such a nature that they would elicit an affirmative answer to each of the questions (criteria), the proposed tasks would be considered as adequate for the portrayal of the whole job of elementary teachers. The tasks, when subjected to the criteria make each of the critical questions a declarative sentence as listed below.

1. The critical tasks of elementary teachers proposed by this study reflect agreement with the stated theory of democracy, education, elementary education, and the democratic functions of elementary teachers.
2. The critical tasks of elementary teachers proposed by this study possess a sufficient organismic unity and quality to be readily identifiable as the important tasks which make up the job of elementary teachers.
3. The critical tasks of elementary teachers proposed by this study are of such a nature that it is possible to employ different methods in their performance.
4. The critical tasks of elementary teachers proposed by this study have a significant relationship with one another.
5. The critical tasks of elementary teachers proposed by this study will facilitate further

development in terms of know-how items
required in their performance.

The criteria for postulating critical task areas. The requirements of the criteria set forth for postulating the critical task areas were fully met in this chapter. This criteria was also in the form of critical questions as reiterated below:

1. Do the functions postulated for elementary teachers indicate the critical task areas?
2. Do a large number of the tasks of the job under consideration focus in the proposed areas?

These criteria have been satisfied since:

1. The functions postulated for elementary teachers indicated the critical task areas (Chapter IV).
2. A large number of the tasks of the job under consideration have focused in the proposed areas.

Summary

This chapter has sought to analyze the job of elementary teachers for the purpose of determining the critical tasks needed for quality job performance. The principal method used in this analysis was a study of the educational literature pertaining to the job of teachers. Criteria for the evaluation and selection of critical tasks were developed in order

that the teacher tasks found while reviewing a representation of the educational literature might be evaluated along with the tasks of elementary teachers postulated by this study.

The educational literature reviewed in this chapter consisted of: (1) studies developed by individual educators pertaining to teacher tasks; (2) scales for rating teachers; (3) activity-analysis charts; (4) lists of teacher traits and abilities; (5) the general texts in elementary education; and (6) studies made by groups of educators relative to ascertaining the teacher tasks that make up the job of teachers.

With the evaluative criteria as a guideline and the literature review as a background, the critical tasks necessary for the portrayal of the whole job of elementary teachers were listed and were found to meet the requirements of the criteria. With the listing of these critical teacher tasks another objective of this chapter was accomplished: "To fully meet the requirements of the criteria proposed for postulating the critical task areas."

CHAPTER VI

A CHARACTERIZATION OF TASK PERFORMANCE IN TERMS OF BEHAVIOR

The purpose of this chapter is to describe some actions or behavior of elementary teachers in the performance of the critical tasks listed in the fifth chapter. This purpose is in keeping with the fourth listed sub-problem in the first chapter which proposes to characterize the job of elementary teachers in terms of behavior relative to critical task performance.

Figure 2 (see page 58) has pictured in graphic form how all segments of the Competency Pattern's foundation of theory furnishes guidelines for the method of task performance. Generally, the actions of elementary teachers in task performance should be a reflection of and exhibit a relationship with the elements of the theory set forth in this study. This compatibility makes possible a general portrayal of the way elementary teachers should act and thus, represents a method which is common to the performance of all tasks. However, the theory of the Competency Pattern will not indicate all of the actions of elementary teachers in job performance; many of the actions of elementary teachers are to be found in the nature of the job under consideration. Although writing in the field of educational

administration, Graff and Street lend support to the above statement as follows:

Indicating what the administrator does and how he does it will help to portray the administrator in action in the various operational areas of his job. Further, stating critical tasks in terms of their methods of performance will in itself draw a relationship between the task and theory. That is, the theory of the administration will find itself expressed in how the administrator goes about performing his tasks. The theory of educational administration does not necessarily imply all of the things the administrator needs to do in fulfilling his job; they are to be found in the nature of the job itself. However, without a doubt the choices of methods of job performance are influenced by the theory of educational administration.¹

The scope of this investigation will not allow a description of the actions of elementary teachers in detail. Elementary teachers are confronted with many tasks that are of varying importance which, in turn, serve to elicit numerous items of behavior. Furthermore, pragmatic philosophy and gestalt psychology (elements of theory accepted by this study) do not emphasize specifics but rather stress the relationships existing in a problem or a situation. In view of these statements, the chief concern of the present purpose is a characterization of critical tasks in terms of teacher behavior in order that a relationship between tasks and theory may be drawn.

¹Orin B. Graff and Calvin M. Street, Improving Competence in Educational Administration (New York: Harper and Brothers, Publishers, 1956), p. 203.

The Relationship Between Critical Tasks and Theory

The indication was given above that the stating of critical tasks in terms of their methods of performance would in itself draw a relationship between the tasks and the theory. Although some of the actions of elementary teachers are to be found in the nature of the job, the choice of methods of task performance are nevertheless, influenced by the theory of education and the theory of elementary education.

Ideally, each item of behavior listed in this chapter should be explained in terms of its relationship to the theory of the Competency Pattern for elementary teachers, or an exposition should be given how this particular action evolved from the nature of the job of elementary teachers. However, the scope of this study is not broad enough to permit this task to be performed. Instead, two items of teacher behavior will be considered in terms of their relationship to the theory segment of this report. These will serve to show the reasoning involved in listing the elements of behavior and how these behavior items draw a relationship between the task under which they focus and the theory.

Listed under the critical task of "providing learning experiences" is the following item of teacher behavior:

Demonstrates the usefulness and logic of the problem-solving method.

This particular action draws a relationship between the task (providing learning experiences) and the theory since some of the theoretical understandings of the study upon which it is based are:

1. The method of intelligence is the most intelligent method yet devised for dealing with all kinds of problems in all areas of human living.
2. Through the use of the method of intelligence the quality of human living is improved as people learn to behave with more intelligence.
3. The Competency Pattern makes use of the problem-solving method in attacking a problem.
4. One of the basic assumptions of democratic theory is that actions, both individual and group, should be based on the method of intelligence as opposed to intuition, revelation, authoritative decree, or impulse.
5. The problem-solving method is part of and intrinsic to gestalt psychology and the philosophy of pragmatism.

The critical task "planning activities" has the following item of teacher behavior set forth under it:

Involves parents, children, and lay groups in planning.

Some of the theoretical understandings upon which this item of behavior is based and which serve to draw a relation-

ship between the task (planning activities) and the theory of the Competency Pattern for elementary teachers are:

1. All who are influenced by a decision should have an appropriate part in its determination and in its implementation (democracy).
2. A free social intercourse and exchange of ideas is essential (pragmatism).
3. Parents, teachers, administrators, children, and lay groups should develop the social framework of areas-of-living and related social processes within which the educational program of the school will take place (the elementary school curriculum).
4. The group has a right to establish, follow, and be controlled by purposes which they have formulated (a concept of democratic leadership).

The statement was previously made that some of the actions of elementary teachers are to be found in the nature of their job. In illustration, the behavior item "uses appropriate teaching aids" stems partially from the nature of the job (teaching in elementary schools) yet it can also be related to the theory. For example, in the element of elementary educational theory pertaining to methodology, a statement was made to the effect that an adequate supply of instructional resources and materials is needed in executing

a unit since the textbook is used only as another reference. Moreover, the teaching aids (instructional aids) used must be appropriate, i.e., have a proper relationship with the unit or topic under consideration (the Competency Pattern Concept, pragmatism, and gestalt psychology). Thus, although the action of using appropriate teachings is based on the nature of the job of elementary teachers, it will also serve to draw a relationship between the critical task under which the behavior item focuses and the theory of the Competency Pattern for elementary teachers. The choices of methods of performance are influenced by the theory.²

Many problems may arise in which the elementary teacher will be called upon to act in situations not readily foreseeable. Through describing a consistent method of action (consistent in terms of accepted theory and the nature of the job) the method should, when applied to such situations, indicate the nature of the action to be taken. The method of performing any task which evolves from a problem-solving matrix stems from and is consistent with the basic beliefs (theory) held by the person and the nature of the job to be performed.

Five democratic functions of elementary teachers and five critical task areas have been identified in the fourth chapter as focal points around which the critical tasks needed for quality job performance by elementary teachers

²Loc.cit.

can be organized. The critical tasks presented as being suitable for a description of the job have been listed under the appropriate areas (Chapter V). The elementary teacher's actions in the performance of these tasks will be spelled out in this chapter in such a way as to indicate other tasks and the method of their performance with the end result of affecting an adequate portrayal of the total job of elementary teachers.

As to the structure of this chapter, it was deemed prudent to utilize the critical task areas as center headings and allow the critical tasks to serve as the marginal headings. This was done under the assumption that it would facilitate the handling of the written material and exhibit clarity of organization to the reader.

Instruction

The term instruction can be defined in different ways depending on the nature of the cultural climate where the task of instruction is to be performed. Generally, the primary purpose of instruction is to provide an opportunity for individuals to develop the knowledges, attitudes, and skills necessary for successful living in a specific society. In attempting to define instruction in American society, however, consideration must be given to the fact that democratic society is in a continuous state of change and

improvement. Democracy, as a theory for societal relationships, accepts and encourages change as a means of improvement. This concept is compatible with the democratic function of elementary teachers which was listed with the critical task area of instruction: "To provide an opportunity for children of elementary schools to develop those knowledges, attitudes, and skills necessary for successful living and the improvement of a way of life." This function broadly defines instruction as conceived in a democratic society. Since instruction is the direct responsibility of teachers, it is very important that their concept of instruction is in agreement with the basic tenets of the cultural climate within which they operate, in this case, democracy.

Providing Learning Experiences

In providing learning experiences the elementary teacher:

1. Relates the learning experiences of the classroom to the cooperatively formulated objectives of the school's curriculum which, in turn, are related to the total context of the cultural environment.
2. Determines the content and organization of learning experiences in terms of the objectives in relation to the implications for desirable pupil behavior, the interests,

needs, and abilities of the learners, and the efficient use of time and materials.

. . . problems of varying degrees of difficulty.

3. Provides for differentiated activities and assignments by supplying students with possible problems or projects. These problems are of varying degrees of difficulty in order that the individual differences existing in the classroom may be accommodated.
4. Relates present learning experiences to the pupils' previous experiences.
5. Demonstrates the usefulness and logic of the problem-solving method.
6. Guides students in the selection of problems appropriate to their developmental levels.
7. Stimulates students to plan how to attack a problem.
8. Assists the children in relating the tool subjects to the problem under consideration.
9. Demonstrates the need for skills, knowledges, and insights in the solution of problems.
10. Helps the students to see the relationships existing in a problem.

11. Stimulates a desire, in pupils, to find solutions to problems under consideration.
12. Aids the students in gaining a comprehension of difficult knowledges, skills, and information wherever such help appears necessary for the maintenance of interest, learning, and the learner's feeling of progress.
13. Uses appropriate teaching aids.
14. Uses intrinsic motivation primarily.
15. Employs drill as an aid to the students in acquiring skills necessary for the solution of problems.
16. Uses review procedures as a means of aiding the students to gain a greater insight into the problem under consideration.
17. Practices discussion and group projects as teaching techniques.
18. Uses lectures as an aids in the solution of problems.
19. Uses supervised study as a means of presenting how-to-study techniques to the students.
20. Plans and directs research so that each pupil may make a contribution to the group.
21. Maintains an effective balance of freedom and security in the classroom so as to establish an atmosphere wherein cooperative planning

and working may flourish.

22. Controls the physical aspects of the class-room, i.e., heat, light, and ventilation for maximum comfort.

Planning Activities

In planning activities the elementary teacher:

1. Provides initial leadership in getting groups organized and operational policies formulated.
2. Involves parents, children, and lay groups in planning classroom activities.
3. Leads pupils and lay groups to define acceptable classroom objectives in terms of the over-all objectives of the curriculum, . . . the needs, interests, and abilities of all the children in the classroom, . . . longer units of works for those who have the ability and interest, . . . special class activities, and daily classwork.
4. Aids pupils in identifying suitable times for planning, gathering information and materials, formulation of judgments relative to the most appropriate procedures to use and the evaluation of the results.

5. Suggests problems appropriate for class consideration as a group project.
6. Provides opportunity for student leadership.
7. Develops progressively pupil leadership and responsibility.
8. Seeks to demonstrate how successful group action depends upon cooperative planning and individual responsibility in the execution of the tasks involved in the problem.
9. Stimulates pupils to develop the attitudes, skills, and understanding necessary for participation in a democratic society.
10. Provides experiences with the end in view of developing student skill in effective discussion practices.
11. Uses student committees as a means of giving students practice in working together relative to planning classroom activities.
12. Helps students move from individual to group responsibilities.
13. Stimulates understandings pertaining to the nature of the scientific method of problem-solving as an aid to planning activities.

Building and Maintaining High Student Morale

In building and maintaining high student morale the elementary teacher:

1. Creates a feeling on the part of each student that he is an important member of the whole team and that his actions are a contributing factor to the success or failure of attaining the classroom and school objectives.
2. Provides a desirable working environment and needed instructional materials and equipment.
3. Fosters mutual confidence and wholesome relations among the students.
4. Develops the leadership potential of each student.
5. Demonstrates confidence in the ability of each student.
6. Helps individuals and groups recognize and commend worthwhile accomplishments.
7. Builds confidence in the students through the utilization of group situations.
8. Provides opportunities for all students to achieve success in some of the classroom and extra-curricula activities.
9. Builds and maintains student morale by using pupil-teacher planning and evaluation and aiding students to achieve their individual

and group purposes.

Providing Instructional Materials and Resources

In providing instructional materials and resources the elementary teacher:

1. Participates with administrators, students and the laity in the selection of audio-visual aids, library books, and other school materials.
2. Relates the instructional materials to the overall objectives and projects within the curriculum.
3. Develops instructional materials from local and other sources.
4. Plans and develops with students instructional materials and resources for specific classroom situations.
5. Becomes proficient in the use of multisensory learning aids.
6. Teaches the students the use of the library as a means of facilitating a solution to a problem under consideration.
7. Encourages the pupils to use references and other supplementary materials in effecting a problem solution.
8. Stimulates in students the desire to learn to operate audio-visual equipment.
9. Interests pupils in using current materials along with older instructional materials as sources of information.

10. Demonstrates that materials and resources used in solving the problems of the classroom can be used in solving problems in real-life situations.
11. Uses resource persons wherever possible in effecting a solution to a problem.
12. Uses the proper requisition forms for obtaining instructional supplies and makes sure that the forms are received by the school administrator in time to facilitate handling.
13. Assists in maintaining a periodic inventory to ascertain the availability of instructional materials.
14. Plans a systematic evaluation with the school administration, parents, and students to ascertain the effectiveness of both new and old instructional materials and resources in terms of the over-all curriculum objectives and the objectives of the instructional program as related to classroom practices.

Using and Developing Community Resources

In using the developing community resources the elementary teacher:

1. Participates in surveying the community and maintaining records concerning available community resources.

2. Obtains a broad understanding of the community resources available.
3. Relates the community resources to be used to the objectives of the school's curriculum which, in turn, reflect the purposes of the community.
4. Guides the students in critical thinking relative to the community's institutions.
5. Employs the available educational resources of the community in classroom procedures.
6. Provides out-door educational opportunities consistent with the ongoing classroom experiences.
7. Takes the necessary safety measures in using community resources.
8. Stimulates competent resource persons of the community to come into the classroom in the capacity of consultant or advisor relative to some problem under deliberation.
9. Secures the cooperation of parents in school activities.
10. Works with individual parents in aiding their children to fully meet their developmental tasks.
11. Assists lay groups in developing an understanding of modern education.
12. Stimulates a desire in pupils to know about the nature and role of communities in a democratic

society and to better comprehend their own community.

13. Cooperates with other agencies to improve the quality of living in the community.
14. Assists students in the definition and solution of community problems.
15. Makes available school resources to the community.
16. Assists in developing an awareness in pupils and parents of community resources.
17. Evaluates continuously and cooperatively all community resources in terms of their effectiveness to the realization of the instructional objectives.

Evaluating Pupil Progress

In evaluating pupil progress the elementary teacher:

1. Evaluates pupil progress in terms of behavior changes implied by the commonly accepted educational aims.
2. Selects evaluation activities which will reveal the degree of effectiveness in reaching agreed-upon objectives.
3. Uses diagnostic and remedial procedures.
4. Continually gathers evidence in a variety of ways pertaining to pupil progress toward all

accepted objectives.

5. Demonstrates that evaluation is a continuous and cooperative assessment of the effectiveness and efficiency of the instructional program.
6. Uses the results of evaluation in planning activities for instruction.
7. Demonstrates that evaluation is not a separate and periodic activity but an integral part of the teaching-learning process.
8. Encourages the student to engage in self-appraisal and the evaluation of the learning process.
9. Insists that honest and factual self-evaluation by the student is a necessity for a valid assessment of both individual and group achievement.
10. Stimulates the students to understand their individual needs, strengths, weaknesses, and problems.
11. Encourages students to avoid developing defense mechanisms which make objective self-evaluation painful.
12. Involves parents, pupils, other staff members, and the school administrators in evaluating the progress of the individual child.

13. Uses motivation and stimulation for serious individual and group evaluation.
14. Uses the results of evaluation to report student progress toward all accepted objectives.
15. Uses appropriate descriptions of progress toward objectives in reporting pupil progress.
16. Interprets the results of evaluation to parents, pupils, and interested groups.
17. Demonstrates that evaluation, individual or group, is of little value unless it provides implications and directions for improvement.
18. Uses the results of the evaluation process to aid in self-appraisal for determining his strengths and weaknesses
19. Records performance in terms of the individual's growth.
20. Compares the growth of one individual with the growth of another or the total group only when there is a need to find out who is best qualified for a particular task or job.

Guidance

The statement was made in a previous chapter of this study that the crux of educational method is guidance. This statement holds the implication that the student should be

stimulated to do constructive thinking about his problem. Guidance then works toward self-discipline and self-direction with the effect of leaving the individual free to act and interact within the scope of group approval and individual's purposes. The elementary teachers should assist students in making their own decisions after a careful analysis has been made of their individual situations. These statements support the function postulated for elementary teachers as related to the critical task area of guidance: "To provide an opportunity for children of elementary schools to become progressively self-reliant in making choices and in the solution of individual and group problems."

Savage has made the following observation regarding guidance: "It guidance has been omitted from the present characterization as another critical task because it is generally felt a distinction between teaching and guidance is unnecessary."³ This study does not take issue with the statement made by Savage; to do so would only defeat a basic premise of the study, i.e., that critical tasks and task areas which comprise the whole job of elementary teachers are interrelated and mutually support one another. All have the same significance attached to them. All are of equal

³Tom Kent Savage, "A Study of Some of the Competencies Needed by the Elementary School Principal to Supervise Instruction" (Unpublished Ed.D. thesis, Department of Education, The University of Tennessee, August 1953), p. 98.

importance as they serve the purpose of describing the whole job of elementary teachers. Guidance, as a critical task area, is used as a functional category which has been indicated by one of the democratic functions of elementary teachers listed in the third chapter and which will facilitate the handling of the mass of ideas necessary for portraying the job under consideration. Furthermore, the tasks falling within this area have certain problems in common and lend themselves to related kinds of problem-solving activities.

Stimulating Pupils to do Constructive Thinking About Their Problems

In stimulating pupils to do constructive thinking about their problems the elementary teacher:

1. Establishes rapport with the students by building a feeling of mutual confidence.
2. Demonstrates that guidance is most effective when the teacher and pupil operate within an atmosphere of mutual respect and confidence.
3. Observes pupil behavior patterns and strives to ascertain what they mean in terms of adjustment or maladjustment.
4. Demonstrates that guidance services assist individuals in making their own decisions after making an analysis of their particular situations.

5. Leads the student to identify his problem.
6. Engages in guidance activities pointed toward improving the individual's ability to make sound adjustments, choose wisely, and formulate both immediate and long-ranged objectives.
7. Works with each student in improving his skill in intelligent self-direction.
8. Guides students to make decisions which they accept emotionally and intellectually.
9. Deals with the individual's problems through the use of organized group activities when circumstances permit.
10. Aids each student to recognize his abilities and capacities as well as his weaknesses.
11. Helps the individual identify and clarify his physical, social, and emotional needs.
12. Aids the students in developing a sound system of guiding principles and values to be used as a frame of reference in the solution of his personal problems and in contributing to the solution of group problems.
13. Works with individual students as they make acceptances and adjustments which aid in maintaining emotional stability.
14. Provides the opportunity for pupils to develop attitudes deemed socially and psychologically

desirable.

15. Locates and employs specialized services as needed by students in arriving at a solution of their problems.
16. Refers students to specialists when the students have problems with which they are not able to cope.
17. Seeks the assistance of all who can aid the student in making satisfactory decisions, e.g., physicians, parents, teachers, and experts.
18. Emphasizes freedom of expression.
19. Provides for wide student participation at various levels of ability.
20. Provides understandings of the types of vocational opportunities that will be available to the students in the near future.

Administering and Interpreting Tests, Collecting Significant Data, and Utilizing Counseling Techniques

In administering and interpreting tests, collecting significant data, and utilizing counseling techniques the elementary teacher:

1. Administers tests appropriate to the student's problem; intelligence, aptitude, interest, vocational, and achievement tests.

2. Demonstrates through usage that no single instrument will provide completely valid guidance information; that much evidence must be gathered from tests, observation, records, and interviews before an intelligent decision can be made.
3. Uses expert guidance assistance whenever the need for it is indicated.
4. Cooperates with specialists in remedial programs.
5. Gains the respect and confidence of the student.
6. Applies basic counseling techniques such as individual and group counseling techniques, directive and non-directive counseling, adequate informational and diagnostic procedures, and conferences.
7. Keeps records suitable for personal guidance.
8. Maintains effective relationship with the homes of the students.
9. Provides experiences through which pupils gain an insight into vocational and avocational needs.
10. Provides experiences for students to be successful in many of their educative experiences.
11. Aids pupils in seeing alternate courses of action.
12. Helps the student to be self-reliant in making choices and solving problems.

13. Maintains a follow-up through all persons and agencies utilized in counseling students.

Motivating Pupil Interest and Activities in Worth-While Educational Endeavors

In motivating pupil interest and activities in worth-while educational endeavors the elementary teacher:

1. Becomes acquainted with the students' interests, needs, and abilities.
2. Examines and studies all information obtained in terms of the expected development of the student using as a frame of reference the objectives of the school.
3. Uses valid ways of improving moral and success attitudes.
4. Plans within the experiences of the child.
5. Tries to get every child to participate in formulating purposes and carrying out planned activities.
6. Employs dynamic learning experiences as a means of improving the pupil's interest in school and in educational growth.
7. Fails a student in those instructional areas showing unsatisfactory progress, but redirects the student into channels of endeavor more suited to his capabilities and interests.

8. Takes initiative in providing a stimulating environment and materials for living and learning.
9. Stimulates students to use effective discussion practices.
10. Uses committee work as a learning experience.
11. Aids pupils in moving from individual to group responsibilities.
12. Stimulates pupil growth in leadership roles.
13. Takes responsibility for motivating the pupil to purposeful activities in common learnings.
14. Demonstrates that self-discipline and self-direction are goals of education in a democracy.
15. Uses pupil purposes, pupil-teacher planning and numerous activities suited to all levels of abilities as a means of eradicating disciplinary problems.
16. Discusses disciplinary problems with students when they arise as to what behavior would be more appropriate.
17. Motivates the students to start thinking in terms of specialized interests, both vocational and avocational.
18. Works with the school administrators, staff, personnel, and specialists in setting up an adequate school guidance program in order that the full potential of the elementary students

may become a reality.

Curriculum Development

The educators, Smith, Stanley, and Shores define curriculum in the following manner:

In literate societies in group ways becomes partly a specialized function. An institution-the school-charged with the responsibility for teaching certain things is created, and certain persons are designated teachers to operate the school. A sequence of potential experiences is set up in the school for the purpose of disciplining children and youth in group ways of thinking and acting. This set of experiences is referred to as the curriculum.⁴

If teachers are designated to operate the school surely they should have a part in formulating the "sequence of experiences for the purpose of disciplining children in group ways of thinking and action." This notion supports one of the functions of elementary teachers previously listed: "To participate effectively in all curriculum improvement activities dedicated to improving instruction in either local school units or on a system-wide level." As teachers participate in delineating the experiences of children for which the elementary schools are responsible they, in turn, will improve their instructional competency as more knowledge and under-

⁴B. Othanel Smith, William O. Stanley, and J. Harlan Shores, Fundamentals of Curriculum Development (New York: World Book Company, 1950), p. 4.

standings are gained pertaining to the philosophical basis for learning, the psychological basis for learning, conceptual understandings as related to child growth and development, child needs, the functions of public education, and different approaches to the elementary curriculum with their concomitant implications for the students.

Curriculum development then is a cooperative enterprise involving school administrators, teachers, students, and the laity. All should have a share in this phase of the educative program since all are affected in some manner by the final outcomes. The elementary teacher, as the person who translates the underlying principles of the elementary curriculum into actuality, is a key figure in curriculum development.

Participating in the Formulation of Curriculum Objectives

In participating in the formulation of curriculum objectives the elementary teacher:

1. Develops understandings of the school administrators, the school patrons, and of the cultural setting of the school.
2. Acquires clearer and deeper understandings of the needs of elementary students, the philosophical basis for learning, the psychological basis for learning, the nature of child growth and development, the functions of public

education, and the implications of different curriculum designs.

3. Schedules the necessary time to attend and participate in curriculum improvement activities.
4. Takes part in the clarification of the curriculum objectives commensurate with his ability and interests.
5. Aids in dispersing information when there is need.
6. Keeps the objectives continuously in view and evaluates the school program in relation to them.
7. Aids in making surveys of the community to ascertain the materials and resources available and the community's potential.
8. Helps to determine what kind of life the people of a community envision for their children.
9. Participates in educational workshops which have as their theme curriculum development.
10. Studies, clarifies, and evaluates current economic, social, ethical, and economic trends, national and international issues as related to the local curriculum objectives, and state and school system objectives and curriculum designs.

11. Considers and evaluates the opinions of authorities brought in from the outside in an attempt to solve problems bearing on curriculum objectives.

Participating in the Determination of Content and Organization

In participating in the determination of content and organization the elementary teacher:

1. Selects and formulates learning experiences and patterns that will elicit desirable kinds of pupil behavior in line with the objectives, e.g., courses of study, units of work, activities.
2. Aids in determining the curriculum design and organization to accomodate the learning experiences and patterns which better contribute to desirable pupil behavior such as the persistent problems-of-living curriculum design.
3. Considers curriculum design in terms of the grade levels and sequence, the abilities and interests of the children, allotment and distribution of instructional time, selection of instructional areas or problems, and the tool subjects or content within these areas or problems.
4. Aids in evaluating progress toward objectives and

in making changes in curriculum content and organization.

5. Cooperates in experimentation in curriculum improvement.
6. Considers the educational needs of all groups of students.
7. Locates information on new developments pertaining to curriculum improvement.
8. Works on committees which assume responsibilities in planning the content and organization of the elementary curriculum.
9. Attends workshops, extension courses, and study groups orientated to attacking problems related to curriculum content and organization.
10. Shares findings pertaining to curriculum design with the school administrators, staff members, and school patrons.

Working Continuously Toward the Improvement of Teaching
(Methods)

In working continuously toward the improvement of teaching the elementary teacher:

1. Seeks to develop clearer understandings of more effective teaching procedures for achieving goals.
2. Designs experimentation in teaching methods.

3. Gives serious consideration to the individual learner; his history and present status, the interest and needs of the students, conditions favorable for good learning, variations in the capacity and objectives of learners, the integral nature of individual development, the psychological continuity in individual development, and the necessity of individual purpose in effective learning.
4. Establishes and maintains an effective balance of freedom and security; a permissive atmosphere conducive for individual growth and problem solving.
5. Provides for teacher-pupil and teacher-pupil-parent planning.
6. Keeps informed about new teaching aids and learns how to use them.
7. Makes use of demonstrations, inter-visitations, films, group discussion, in-service education programs, workshops, and summer schools as a means of improving teaching methods.
8. Makes effective use of professional materials.
9. Refines and improves teaching skills through the use of supervisory guidance.
10. Participates in professional organizations.

Participating in the Selection and Development of Instructional Materials and Resources

In participating in the selection and development of instructional materials and resources the elementary teacher:

1. Develops an awareness of the need to secure and make effective use of instructional materials.
2. Cooperates in the selection, procurement, storage, allocation, distribution, and inventory of instructional materials and resources.
3. Studies with the school administrator and staff the community resources and makes maximum use of such materials and resources as are indigenous to the school environment.
4. Participating in evaluating instructional materials.
5. Cooperates with the school administration and staff in compiling a list of resource persons available.
6. Serves on committees which assume the responsibility of selecting and developing instructional materials and resources.
7. Participates in a community resource survey.
8. Interprets the results of the survey to pupils, patrons, teachers, and other interested persons.

Participating in Evaluating the Existing Program

In participating in evaluating the existing program the elementary teacher:

1. Evaluates the existing program in terms of school and community progress.
2. Uses appropriate evaluative techniques, tools of measurements, and sources of evidence that will depict how well the objectives have been attained and states evaluative results in terms of progress toward the objectives.
3. Keeps anecdotal records, makes and interprets case studies, and uses sociometric devices in an attempt to evaluate the existing program.
4. Develops the realization that objectives are attained in terms of action or behavior.
5. Uses the evaluative results to obtain a better understanding of the learner's capacities, the program, teaching weaknesses that need to be strengthened, and to serve as a basis for recording and reporting progress and more effective guidance.
7. Participates in staff meetings and in group and self-evaluation in an effort to adequately evaluate the existing program.

Organization and Administration

If the elementary school holds a claim to being a democratic school then the elementary teachers have a part in its organization and administration. Graff and Street very succinctly point out this fact when they state the democratic functions of educational administration which are:

1. Providing opportunity for all concerned to share appropriately in the formulation of policies and the development of program plans for the realization of the purposes of public education.
2. Providing opportunity for all concerned to share appropriately in the execution of policies and program plans seeking the realization of the purposes of public education.⁵

The understandings inherent in these democratic functions of educational administration are borne out by the function of elementary teachers listed with this critical task area (organization and administration): "To share appropriately in the formulation and execution of policies and program plans which seek the realization of the democratic purposes of education." If teachers have a share in the organization and administration of the elementary school, they will work with more vigor to create a better school situation for the students. There is that "we" feeling, i.e., "we have had a share in the formulation of the school's

⁵Graff and Street, Op. cit., pp. 196-198.

policies and program plans; they belong to us. Now we must execute these policies and program plans to the best of our abilities." The school principal is the coordinator of the elementary schools; he provides the leadership, time, place, and facilities. The elementary teachers, on the other hand, make use of the above items as they work in a cooperative manner in the organization and administration of the elementary school.

Participating in Developing and Carrying Out Policies and Program Plans

In participating in developing and carrying out policies and program plans the elementary teacher:

1. Familiarizes himself with the framework of school policies.
2. Participates in formulating the basic philosophy that acts as a guide for policies and program plans.
3. Participates in policy making for the local school unit and for the school system.
4. Plans cooperatively educational and administrative objectives.
5. Works as an individual and on committees in developing and carrying out policies and program plans.
6. Uses services, materials, and information needed in developing policies.

7. Adopts and implements policies and program plans cooperatively formulated.
8. Collects and conveys community information to the policy making body.
9. Aids in keeping the community informed as to the school program.
10. Stimulates in pupils and patrons a desire to share in the formulation and execution of policies and program plans.
11. Checks on his activities constantly with others in developing and executing the school program.
12. Participates in a continuous study, evaluation, and revision of the policies and program plans in terms of their operational values.

Accepting Responsibility for the Over-all Effectiveness of the School and School System

In accepting responsibility for the over-all effectiveness of the school and school system the elementary teacher:

1. Shares willingly in administrative responsibility.
2. Participates in planning and administering the extra-curricular activities.
3. Works continuously for the improvement of the school and school system.

4. Assists the school principal in interpreting the school to the community.
5. Aids in keeping the community informed of the school program, (the local unit or school system).
6. Encourages a free flow of criticisms of the school program as a means of improvement.
7. Shares any criticism against the school program with the school administrators and works to eradicate any deficiencies if the criticism is valid.
8. Cooperates with the administrator in involving the laity in the school program.
9. Assumes willingly any authority delegated by the administrator commensurate with ability and responsibilities.
10. Uses effectively time, space, materials, supplies, and services provided by the administration for the fulfillment of responsibilities.
11. Implements any accepted recommendations.
12. Participates in the ongoing evaluation and revision activities.

Executing Routine Administrative Responsibilities

In executing routine administrative responsibilities the elementary teacher:

1. Keeps adequate and useful records that have been deemed essential to the school program.
2. Keeps all records accurate and up-to-date as much as possible.
3. Provides useful inventories of material and equipment.
4. Engages in pupil accounting and management of human resources.
5. Interprets records to gain information for use in guidance and program evaluation.
6. Participates in developing the grading system, reporting forms, and other accounting records.
7. Confers with parents about the student when needed.
8. Uses the pupil's records as a guide to meet their needs.
9. Assists in maintaining a follow-up of promotions and graduations to obtain data regarding teaching competence and eventual program improvement.
10. Aids the school administrator in reporting to parents, school staff, and other interested persons about any phase of the school program.
11. Works and plans with the school administration in determining and providing the necessary space, equipment, and materials needed for classroom activities.

12. Makes efficient use of time in carrying out routine administrative details.
13. Acts to the best of his knowledge when confronted with a situation not covered by administrative policy but later refers the action to the administrator or a policy-making group.

Professionalism

The job of the elementary teacher is complicated and intricate in nature and expertness is required for quality job performance. All of the requirements necessary for success in teaching cannot be gained while attending some institution of higher learning. A willingness to improve teaching procedures while on the job, the manifestation of a sense of responsibility to the teaching profession which is necessary for the profession's advancement, and the practicing of self-appraisal are prerequisites to establishing and maintaining a high level of teaching competency. Preparation for teaching then cannot be accomplished merely through course work. This fact is given confirmation by Reavis and his associates. Although centering their work around the elementary principal, the ideas in the quotation below are equally valid for the elementary teacher. They write:

The work of such preparation (formal education) cannot be equated in the terms of the number of courses taken . . . or the combinations of letters in the degree either earned or unearned. It does consist in the development of understandings and insights of the goals of education, the processes by which education is required, the means that can be utilized in securing the greatest effort and most loyal support of the personnel employed in the educational enterprise.⁶

Although the elementary teacher will begin his professional career in college, he should continue to improve professionally throughout his teaching career. This notion lends support to the function of elementary teachers that is connected with the critical task area of professionalism: "To participate in activities which will aid in the professional improvement of teachers and in developing a sense of responsibility to the teaching profession."

Professional improvement is essential to continued competent job performance. Elementary teachers cannot stop improving professionally when the college degree is received. Improvement as a professional person must be a continuous process since new knowledges and understandings pertaining to the job of teaching are being found every day due to the improved methods of research.

Continuing to Improve Teaching Competence While On-The-Job

In continuing to improve teaching competence while

⁶Reavis, et. al., Administering the Elementary School (New York: Prentice-Hall, Inc., 1953), p. 270.

on-the-job the elementary teacher:

1. Possesses a desire to improve as a professional person.
2. Considers the plan for program improvement a major means of professional growth.
3. Seeks to enrich previous formal education through broadening experiences during summer vacation such as making new social contacts, travel, and varied summer jobs.
4. Purchases and studies professional books and journals.
5. Participates in inter-visitations, exchange trips, workshops, conferences, and in-service education meetings.
6. Engages in independent research as a means of supplementing and broadening previous formal education and improving education in general.
7. Counsels with associates, specialists, and others relative to professional problems.
8. Belongs to professional organizations.
9. Contributes to the profession through its organizations.
10. Works effectively in the activities of the organizations by writing articles for organizational purposes, participating in planning group projects and group research efforts,

editing and reviewing material for publication, participating as a member of a panel or discussion group, and serving as chairman, moderator, or other leadership roles.

11. Maintains working relationship with lay groups and individuals.
12. Discusses educational issues with the laity.
13. Develops cooperation among members of the profession and the laity.
14. Participates with lay organizations in analyzing and interpreting information about schools.
15. Exchanges new ideas and techniques with members of the teaching profession.
16. Works for the improvement of academic freedom and tenure, the status of teaching as a profession, salaries and fringe benefits, working conditions, the community's attitude towards teachers, and freedom for teachers to live as others.

Displaying a Sense of Responsibility to the Teaching Profession

In displaying a sense of responsibility to the teaching profession the elementary teacher:

1. Demonstrates an appreciation of the importance of the profession to pupils, parents, members of the profession, and the community.

2. Respects the traditions, social values, and morals of different community groups.
3. Develops and adheres to a professional code of ethics.
4. Manifests a professional responsibility to the school superintendent, the school supervisor, the school principal, and fellow teachers.
5. Strives to obtain and maintain good working relationships with all of the school personnel.
6. Aids in establishing a climate conducive to desirable working relationships with associates and all persons contacted who are concerned with the educative process.
7. Selects and participates in activities that will aid in a well-rounded development and professional improvement.
8. Enriches his own scholarship in the subject matter fields of elementary education and in the nature of teaching and learning.
9. Develops his personal abilities and interests and uses them to advance the profession.
10. Evinces a desire to integrate study and experience as a responsible member of the teaching profession.
11. Uses professional freedom to develop new educational ideas.

12. Communicates effectively across subject-matter and grade-group lines.
13. Works with the members of the profession in an attempt to evaluate his professional strengths and weaknesses and takes measures to eradicate the weaknesses.
14. Participates in self-evaluation relative to professional behavior.

Practicing Self-Evaluation as a Means of Professional Improvement

In practicing self-evaluation as a means of professional improvement the elementary teacher:

1. Becomes aware of the value of self-appraisal in striving for quality job performance.
2. Seeks opportunities for self-evaluation.
3. Pursues self-evaluation practices systematically.
4. Assumes the attitude of attaining valid results only by sincere and honest efforts.
5. Appraises himself in terms of his operational beliefs and makes an effort to align his beliefs and values with his behavior for the purpose of attaining consistency in both thought and actions.
6. Disciplines personal desires so that corrective measures can be applied.

7. Accepts criticisms by others and utilizes the criticisms for self-improvement.
8. Seeks at all times self-improvement through self-evaluation.

Summary

Some actions of the elementary teacher in the performance of twenty critical tasks have been characterized.

These behavior items (actions) served to draw a relationship between the stated critical tasks and the accepted theory of the Competency Pattern for elementary teachers. The fact was again emphasized that the Competency Pattern's theory does not imply all of the actions needed in job performance since many behavior items are to be found in the nature of the job. However, the choices of methods of task performance are greatly influenced by the theory.

Because of the interrelatedness of the tasks which have been listed, they cannot be separated into discrete compartments. No significance can be attached to the order of the critical tasks as it is impossible to suggest any hierarchy of importance among them. The tasks have been presented in outline form in order to achieve clarity. Also, significance should not be assigned to the items of behavior which focus under the critical tasks since no sequential order of the performance of the tasks can be

rigidly established.

The actions or behavior described as conducive to democratic task performance should not be considered as having a fixed terminus; they must be viewed as ongoing. Many actions will take place simultaneously and attention should be focused where the action is needed. Actions necessary for the performance of any one critical task may stimulate actions in the other stated tasks. Each action is interrelated to other actions and at times the same actions are necessary for quality performance of two or more different critical tasks as is apparent in the characterization of task performance of the different listed critical tasks. Since the behavior items presented in this chapter are, for the most part, a reflection of the accepted theory of the study, they represent a method which is common to the performance of all tasks.

Any techniques suggested are general in nature. No attempt has been made to prescribe a specific technique for each task inasmuch as the tasks faced by the elementary teacher should suggest the technique or techniques to be used in relation to the system of values and operational beliefs held by the teacher and the nature of the job itself.

CHAPTER VII

THE SPECIAL KNOW-HOW CONDUCTIVE TO QUALITY JOB PERFORMANCE

The purpose of this chapter is to present a body of special know-how needed by elementary teachers for quality job performance. This purpose is in alignment with the fifth and last sub-problem listed in the first chapter which sets forth one of the tasks of this study as determining the personal equipment (special know-how) needed by elementary teachers to adequately perform the tasks involved in their job.

The elementary teacher needs certain skills, attitudes, knowledges, and understandings in order to discharge the responsibilities of his job, i.e., his area of specialization. The teacher, like everyone else, acts in a specialized area (usually vocational) and, as has been pointed out in Chapter V, has specialized tasks to perform. Consequently, there are also special kinds of know-how necessary for quality performance of these tasks. Specifically defined (Chapter I), special know-how is the personal equipment (skills, knowledges, attitudes, and understandings) needed by elementary teachers for quality job performance.

Although each teaching situation is unique within itself and will possibly evince characteristics foreign to

teaching situations in general, this chapter is based on the assumption that there is a body of know-how relevant to the general requirements of teaching in the elementary schools and as such, it is possible to identify these items of know-how. Identification of know-how items is possible in view of the following facts.

1. The theory of the Competency Pattern Concept furnishes guidelines for determining acceptable kinds of know-how for elementary teachers.
2. The basic elements of the Competency Pattern (theory, tasks, and know-how) are interrelated and lend support to one another (see Figure 2). The Competency Pattern is incomplete then unless all basic elements are present.
3. The critical tasks of elementary teachers (Chapter V) are stated in such a way that they will facilitate further development in terms of the know-how items required in their performance.
4. Know-how items are a direct reflection of the critical tasks and their method of performance.

Criteria for the Determination and Selection of Special Know-How

For the purpose of determining and selecting the know-how items suitable for developing the teacher tasks set forth in Chapter V, criteria to serve as guidelines are needed.

Selection of know-how items assumes importance when attention is focalized on the amount of know-how items needed by the elementary teacher in job performance. Furthermore, the scope of this study does not permit a voluminous listing of all the items germane to teacher know-how. This further points out the need for criteria in the selection of know-how items.

Street has listed five criteria as being useful in the selection of teacher know-how. They are:

1. The item of know-how is compatible with the theory.
2. The item relates meaningfully to the job tasks.
3. The item is significant job performance.
4. The item is frequently used by the teacher.
5. The item shows suitable content for inclusion in a training program.¹

These criteria are considered as being equally applicable for the determination and selection of know-how items in this study since:

1. The criteria emphasize consistency (an assumption of the Competency Pattern Concept), i.e., all know-how items must be compatible with the theory of the Competency Pattern for elementary teachers.
2. The criteria emphasize relationships. This

¹Calvin M. Street, "The Development of a Competency Pattern with Application to the Areas of Industrial Arts Education" (Unpublished Ed. D thesis, Department of Education, The University of Tennessee, August 1953), pp. 224-225.

concept of relationships further stresses the fact that all elements of the Competency Pattern should be compatible.

3. The criteria emphasize the listing of only the important know-how items. This concept draws a relationship between critical tasks and know-how items inasmuch as the job of elementary teachers was portrayed in terms of the important tasks to be performed (Chapter V).
4. The criteria consider the frequency of use of the know-how items. This consideration aids in selecting know-how items significant to job performance.
5. The criteria insist that the know-how items must display suitable content for inclusion in a teacher education program. This is important in view of the proposal made for the use of the Competency Pattern for elementary teachers in the first chapter which was: "A guide for the organization of programs for educating elementary teachers.

Other criteria could be added to Street's list, however, these five criteria are deemed sufficient for the determination and selection of know-how items needed by elementary teachers in job performance.

Explication of the Criteria

An explanation of the criteria for the determination and selection of teacher know-how is introduced in this sub-section of the study in an effort to lend support to their validity.

Criterion number one states simply that the know-how elements must be compatible with the foundational theory of the study. The Competency Pattern emphasizes consistency in behavior, thus this criterion lends support to one of the basic assumptions undergirding the Competency Pattern Concept. In retrospect, the know-how elements are a direct reflection from the critical tasks and their method of performance which, in turn, stem partly from the theory. Consistency within the behavior pattern can only be realized in the items of know-how are compatible or show lack of conflict with the stated theory.

The second criterion introduces the idea that the know-how element must relate meaningfully to one or more of the job tasks. Many items of know-how will not exhibit conflict with the basic pattern theory (the first criterion), but this agreement is not sufficient. Each element of know-how must play an important part in making operative the competencies needed for quality teaching in the elementary school, i.e., they must assist in performing the tasks and in solving the problems which arise within the tasks.

The third criterion is concerned with the significance of the item of know-how to job performance. In explanation, the idea was earlier introduced (Chapter II) that some of the tasks which make up a job are more important to job performance than others, i.e., different tasks assume different degrees of criticalness. Thus, it was possible to portray the job of elementary teachers by listing the critical tasks of the tasks of most importance contained therein (Chapter V). Likewise, the know-how elements are found to vary widely as to their relative importance; they too assume different degrees of criticalness. Some know-how items are essential for quality job performance while others display a lesser degree of significance and others may be classified as minutiae or the seldom-needed. The criticalness of know-how items may be assayed in terms of: (1) the compatibility of the know-how item with the other elements of the Competency Pattern (theory, job tasks, and method of task performance); (2) the relationship of the know-how item to the other elements of the Competency Pattern; and (3) the essentialness of the know-how item to quality job performance. One of the assumptions of the Competency Pattern Concept is that if the more significant and essential items of know-how are identified and characterized, the less important items will be automatically taken care of or inferred. Even if the less essential know-how items are omitted, they will be only

slightly detrimental to the Competency Pattern and as such, will not affect the validity or usefulness of the pattern to any appreciable degree.

A further criterion considers the usefulness of the know-how item. If an item of know-how is frequently used by the elementary teacher in job performance and if this item of know-how satisfies the requirements of the other criteria previously presented, then it should be included in the body of special know-how needed by elementary teachers for quality job performance.

The fifth and last criterion states that the item of know-how should show suitable content for inclusion in a teacher education program. As previously stated, this criterion assumes importance since this study has proposed the Competency Pattern for elementary teachers might be used as a guide for the organization of programs for educating elementary teachers. An item of know-how will show suitable content for inclusion in a teacher education program if it is frequently used by elementary teachers (note the relationship between this criterion and the fourth criterion listed above), and if the know-how item can be related to a task to be performed in terms of a consistent point of view, i.e., the know-how item shows teachable content. There is another aspect to the inclusion of know-how items in a training program. Many know-how items are skills and knowledges which require a long period of time

and effort for the elementary teacher to attain proficiency in their use and in comprehending their conceptual understandings. Such items must be examined to determine the level of development to be attained during the course of the short period of formal education.²

All of the know-how elements postulated in this study must meet the requirements of the criteria developed by Street. In summary, these criteria are again listed with minor changes as to wording in order that they may relate more appropriately to this study. They are:

1. The know-how item must be compatible with the stated theory of this study.
2. The know-how item must relate meaningful to the job tasks.
3. The know-how item must be significant to quality job performance.
4. The know-how item must be frequently used by elementary teachers.
5. The know-how item must exhibit teachable content for inclusion in a teacher education program.³

An Example of the Evaluative Action of the Criteria

For the ideal to be realized each item of know-how listed in this study should be subjected to the

²Loc. cit.

³Loc. cit.

evaluative criteria. This task is not feasible, however, in view of the limited scope of this report. Nevertheless, an example of the evaluative action of the criteria will be presented by assessing an item of know-how (introduced at a later point in this study) in terms of the criteria. The know-how item skill to be evaluated is: "Obtaining student interest and stimulating students to purposeful activity." The remainder of this sub-section will be devoted to exposing this item to the evaluative criteria, thus presenting an example of the criteria's evaluative action.

The know-how item is compatible with the stated theory. The know-how item of obtaining student interest and stimulating students to purposeful activity is compatible with the theory of this study since: (1) pragmatic philosophy emphasizes purposeful action through interest (man is a goal seeker); (2) gestalt psychology proposes that the learner functions through establishing purposes (purposeful activity) and purposes are established through the learner's interest; (3) the organismic concept of child growth and development exemplifies the goal-seeking characteristics of the human organism (purposeful activity through interest); (4) the democratic objectives of the elementary schools listed in this study imply that obtaining student interest and stimulating pupils to purposeful activity should be given due consideration in the educational program of the elementary schools; (5) the elementary

curriculum proposed in this study (areas-of-living curriculum) gives adequate consideration to stimulating interest and purposeful activity on the part of students; and (6) pupil purposes and interests are a part of the methodology presented in this study.

The know-how item relates meaningfully to one or more of the job tasks. The item of know-how (obtaining student interest and stimulating students to purposeful activity) plays an important part in making operative the competencies needed for teaching in the elementary schools as related to some of the following critical tasks listed in Chapter V.

1. Providing learning experiences.
2. Planning activities.
3. Building and maintaining high student morale.
4. Evaluating pupil progress.
5. Motivating pupil interest and activities in worth-while educational endeavors.

This know-how item is needed as a part of the personal equipment of elementary teachers in the performance of the above tasks and in solving problems arising within the tasks if the teacher embraces the stated theory of this study.

The know-how item is significant to quality job performance. Interest and purposeful activity on the part of students is an essential item of know-how for quality

job performance since it is compatible with and shows a relationship to the stated theory of the Competency Pattern for elementary teachers as previously shown (first criterion) and displays a direct relationship with one or more of the critical tasks that make up the job of elementary teachers (second criterion).

The know-how item is frequently used by elementary teachers. Since obtaining student interest and stimulating students to purposeful activity displays compatibility with the theory of the Competency Pattern for elementary teachers and shows a relationship to many of the concepts in the stated theory, and inasmuch as this know-how item relates to one or more tasks inherent in the job of teaching in the elementary schools and thus is significant to quality job performance, it is reasonable to state that this item of know-how should be frequently used by elementary teachers.

The know-how item exhibits teachable content for inclusion in a teacher education program. The know-how item (obtaining student interest and stimulating students to purposeful activity) exhibits teachable content for inclusion in a teacher education program because: (1) the know-how item is frequently used by elementary teachers; (2) the know-how item can be related to one or more tasks to be performed in terms of a consistent point of view; and (3) the know-how item can be taught through the use of democratic practices, (group dynamics, the method of

intelligence, and pupil-teacher planning) in the classroom of an institution of higher education.

This particular know-how item meets the requirements of the criteria. All items of know-how to be set forth in this study are determined and selected in terms of the criteria. As previously stated, the scope of this study will not allow an evaluation of each item of know-how. Furthermore, if all items were evaluated in terms of the criteria, much repetition would result.

The Know-How Categories

Know-how items may be listed under each individual critical task postulated for elementary teachers, however, this manner of listing know-how items would cause a great deal of repetition. Again it is feasible to list these items under the different critical task areas (instruction, guidance, etc.) but reiteration would also occur. For example, the skill of communicating, examining, and evaluation ideas is conducive and necessary to the performance of many teacher tasks and would need to be listed under each task or task area. Such would be the case for many other elements of know-how. Taking a cue from the publication by Graff and Street,⁴ and Street's study,⁵

⁴Orin B. Graff and Calvin M. Street, Improving Competence in Educational Administration (New York: Harper & Brothers, 1956), p. 223.

⁵Street, op. cit., p. 226.

this investigation proposes to list the items of teacher know-how under categories which represent a group of related tasks revolving around similar kinds of know-how in an effort to avoid a large amount of repetition. Innovations in the task categories developed by these authors will be made in order that they may be appropriate to this study.

The tasks revolving around similar kinds of know-how are:

1. Groups of tasks involving student instruction; selecting and providing learning experiences, providing for individual differences, use of appropriate teaching aids, committees, discussions, lectures, demonstrations, and building student morale.
2. Groups of tasks involving the providing of a permissive learning and working atmosphere; planning activities, instructional materials and community resources, time allotments, and similar items.
3. Groups of tasks involving pupil guidance; identification and clarification of student purposes and student problems, learning difficulties, motivation, administering tests, interpreting counseling data, and using counseling techniques.

4. Groups of tasks involving curriculum development and design in both the area of elementary education and in the total educational program.
5. Groups of tasks involving cooperative efforts with school administrators and the laity in the formulation and execution of policies and program plans as for the purpose of improving the whole educational program.
6. Groups of tasks involving routine administrative responsibilities, grading, record keeping, inventories, purchasing, and requisitions.
7. Groups of tasks involving stimulation and promotion of interest and understandings on the part of students and the general public and professional improvement.
8. Groups of tasks involving evaluation; determination of pupil progress and the effectiveness of the whole educational program.

Although this classification of teacher tasks is designed to reflect the critical tasks developed in the fifth chapter, it is obvious that the categories will overlap to some extent. Furthermore there are probably omissions. Cognizance is also taken of the fact that these task categories are not the only groupings possible; other groupings will serve the same purpose without doing violence to the

conceptual understandings inherent in the Competency Pattern Concept. However, this study contends that any fallacies found in this method of classifying critical tasks do not exist to the extent that they will damage the primary goal of this investigation which is the development of a Competency Pattern for elementary teachers. The belief is held that these eight categories will facilitate understanding of the logical consistency that exists among the stated theory, the critical tasks, and the personal equipment necessary for quality job performance.

This study has emphasized the point that the know-how elements consist of skills (acquired abilities, i.e., the ability to use one's knowledge effectively), attitudes (one's feelings or beliefs about certain notions or concepts which influence their actions), knowledges (acquaintance with facts), and understandings (ability to comprehend through synthesizing knowledge and experience and placing them under appropriate concepts). Following the lead of Graff and Street,⁶ these aspects of know-how are employed as sub-categories under each of the eight principal task divisions. These sub-categories provide a convenient outline form for the listing of teacher know-how.

⁶Graff and Street, Op. cit., p. 224.

The Special Know-How of Elementary Teachers

The succeeding elements of special know-how are not isolated items. Their true meaning and significance cannot be comprehended unless perceived in appropriate contextual relationships. These items are related to and are a part of the theory and job tasks, i.e., the whole Competency Pattern for elementary teachers. To illustrate, "communicating and examining ideas" has only an ill-defined and obscure meaning until brought into juxtaposition with the other existing pattern elements, e.g., the theory and critical tasks, and proper relationships are established.

Task Cluster I -- Instruction

Instruction has always been considered an important aspect of the elementary teacher's job. However, student instruction as such is constantly in a state of change. Historically instruction was executed through drill and recitation; all learning was teacher dominated. Recently, in the process of instructing students, some elementary teachers have given consideration to such factors as pupil purposes, individual differences, pupil interest, group processes, and appropriate teaching aids. Instruction performed in this manner is based on the conceptual understandings stemming from modern psychological and philosophical research efforts (see Chapters III and IV). Since the

Competency Pattern Concept insists on the intake of new knowledges and ideas (change) as a means of improving behavior, the know-how items listed below should reflect agreement with the modern concept of instruction. In performing the tasks in the first cluster involving student instruction, the subsequent know-how items are deemed to be of primary significance.

A. Skill:

1. In obtaining student interest and in stimulating students to purposeful activity.
2. In demonstrating to the students the skills and techniques appropriate to the activity.
3. In adapting and applying psychological principles of learning to individuals and groups.
4. In adapting principles of child growth and development to the planning of learning activities.
5. In identifying the elements obstructing learning.
6. In helping the learner to take cognizance of his educational needs and to make efforts to overcome all obstructing obstacles as pertains to knowledges, skills, attitudes, and understanding.
7. In diagnosing the needs of learners and translating these into pupil-teacher objectives.
8. In recognizing different kinds and degrees of intelligence and providing appropriate learning experiences.

9. In getting pupils to fully participate in the planning and work of the group.
10. In providing opportunity for independent critical thinking.
11. In group or cooperative processes.
12. In leading pupils to define acceptable objectives.
13. In relating learning experiences to the total context of the cultural environment.
14. In the organization of student personnel.
15. In lesson and unit planning.
16. In making assignments, presentation and demonstration techniques, and discussion techniques.
17. In providing how-to-study techniques during supervised study.
18. In developing in students a desire to find democratic solutions to social problems.
19. In stimulating pupil attitudes necessary for participation in a democratic society.
20. In developing intelligent committee participation.
21. In the use of the modern technical improvements in teaching aids and communication.
22. In utilizing human and material resources and agencies within the community.
23. In the evaluation of results and progress in terms of accepted objectives.

24. Other skills conducive to the performance of tasks within this cluster.

B. Attitudes:

1. A belief in the worth and dignity of each individual and his growth potential.
2. An appreciation of the individuality of each individual.
3. A belief that the students are born amoral as opposed to moral or immoral and that they are capable of growth and development in a variety of directions.
4. A feeling that students are flexible dynamic organisms and as such can improve through directed learning activities.
5. A notion that educational programs must reflect the culture of which they are a part.
6. A belief that non-learning is generally not the result of a lack of intelligence on the part of the student, rather it is caused by poor health or emotional problems in most cases.
7. A concern for the aesthetic values to be sought as a part of the general educational program.
8. An appreciation of the big conceptual inventions such as research and the scientific method of solving problems.

9. A desire to stimulate and aid pupil growth to the full extent of the student's capacity.
10. A belief that differentiated activities and assignments are necessary.
11. A desire to provide learning experiences which possess meaning and structure for the pupil.
12. A belief that the instructional program should reflect the purposes of the over-all enterprise of community public education.
13. Other attitudes conducive to the performance of tasks within this cluster.

C. Knowledge:

1. Of the psychological nature of the human learning process.
2. Of the philosophical bases for education.
3. Of the understandings inherent in the concept of child growth and development.
4. Of the developmental and educational needs of learners.
5. Of behavior changes implied in the accepted educational objectives.
6. Of the subject matter content appropriate to the problem to be solved or to the various instructional areas. (This know-how item will vary and is dependent upon the instructional level, depth, and scope of the program, and the accepted educational

objectives).

7. Of the principles involved in intrinsic and extrinsic motivations.
8. Of pupil-teacher, teacher-principal, teacher-parent planning.
9. Of the important problem-solving tools such as the scientific method, research, the interpretation of data, the nature of proof, and critical thinking.
10. Of the cultural values used as a frame of reference in current society.
11. Of the need for cooperation under the modern conditions of society, i.e., the mutual interdependence of people.
12. Of the various methods and techniques of teaching, the use of teaching aids, instructional materials and human resources, and testing and evaluation.
13. Of the literature and philosophy of general education and particularly elementary education.
14. Other knowledges conducive to the performance of tasks within this cluster.

D. Understanding:

1. That all learning is in terms of the student's past experience.
2. That learning is a process of obtaining meanings through gaining insights into a problem and the seeing of relationships.

3. That learning can be better facilitated when the learner sees a problem in its wholeness.
4. That the seeing of relationships and understanding through gaining insights into a problem is a higher form of learning than the formation of habits by the stimulus-response method.
5. That purposes are of great importance to the success of an educational program inasmuch as the human organism selects certain stimuli from all of the available stimuli that are suitable to its purposes.
6. That without the understandings, methods, and skills needed to put rote knowledge to use in a meaningful way, i.e., in the solution of some problem, it is indeed useless.
7. That there are differences in learning ability.
8. That developmental tasks should be used as one basis for judging student behavior.
9. That all behavior is caused.
10. That the learning of democratic values requires the use of democratic methods.
11. That aesthetic and social values hold equal rank at least with material goods and services in the improvement of human living.
12. That instructional procedures must be continuously evaluated and revised because of the constantly

evolving cultural environment.

13. That instruction should be planned and executed with the advice and cooperation of all interested persons.
14. That there is a need for instructional materials and human resources in learning situations.
15. Other understandings conducive to the performance of tasks within this cluster.

Task Cluster II -- Permissive Atmosphere

Modern psychology emphasizes the concept that students obtain maximum benefits from education when a permissive learning and working atmosphere prevails. In this type of learning situation the teacher's role is that of a guide, a resource person, and a consultant to the students. Democracy permeates the classroom since both teacher and pupils share in planning and carrying out plans. There is a minimum of commands and compulsion. Furthermore, the physical appearance of the classroom is conducive to learning and working. In performing the tasks in the second cluster involving the providing of a permissive learning and working atmosphere, the subsequent know-how items are deemed to be of primary significance.

A. Skill:

1. In maintaining an effective balance of freedom and security in the classroom.

2. In demonstrating that student freedom is contingent upon student responsibility.
3. In planning cooperatively with students.
4. In developing pupil leadership and responsibility.
5. In democratic classroom organization and procedure.
6. In obtaining wide student participation at various levels of ability.
7. In stimulating freedom of expression.
8. In using available classroom space for maximum educational efficiency or, if in planning a new building, skill in planning the area needed for the proposed educational program.
9. In the selection and use of various kinds of instructional materials and human resources.
10. In developing or making instructional materials himself or with children as appropriate to the learning situation.
11. In the operation, care, repair, maintenance, filing, and storage of the various instructional materials and equipment.
12. In arranging instructional materials and equipment so as to provide maximum utility, safety, and flexibility.
13. In selecting instructional materials and resources appropriate to the students' needs and activities, and within the assigned budgetary limits.

14. In relating instructional materials, equipment, and resource persons to the accepted aims and objectives of the educational program.
15. In arranging materials and displays so as to stimulate student imagination and planning.
16. In keeping the classroom a safe, clean, healthful, and attractive place conducive to learning.
17. In providing an attractive area for planning activities, and furnishing the area with appropriate reference materials, books, magazines, furniture, and instructional aids.
18. In participating in surveys in an effort to determine available resource persons and agencies in the community.
19. In the use of the community's resource persons and agencies in the solution of problems under consideration in the classroom.
20. In arranging time schedules.
21. In controlling the physical aspects of the classroom, heating, lighting, ventilation, seating, and student work stations.
22. In providing the necessary flexibility in the classroom demanded by a program that has the objective of teaching creativity and problem solving skills.

23. Other skills conducive to the performance of tasks within this cluster.

B. Attitudes:

1. A belief that the elementary school classroom exists to promote learning.
2. A notion that skill in problem-solving and critical thinking are of the most important products gained from the classroom.
3. A belief that laboratory flexibility is necessary to insure learning and to give freedom for constructive activity.
4. A notion that rules are cooperatively made in order to take care of details, thus allowing students more free time for important learning experiences.
5. A belief that the elementary classroom must be so organized so as to provide for individual instruction, different rates of learning, and varying levels of pupil development.
6. A desire to provide a variety of learning activities in order that each pupil may find one in which he is interested and can attain success in its performance.
7. A concern for the physical, social, and emotional well being of the students.
8. A desire to provide differentiated assignments as a means of caring for the students' individual differences.

9. Other attitudes conducive to the performance or tasks within this cluster.

C. Knowledge:

1. Of the functions that the elementary schools can best serve in furthering the democratic aims of education.
2. Of the appropriate instructional materials, equipment, human resources, and space needed for the different functions of the public schools.
3. Of the scope of activities within the elementary school in order that provision may be made for a variety of experiences yet without allowing pupils to get into impossible problem situations (impossible problem situations as related to available time, materials, and student ability).
4. Of the proper care, repair, maintenance, allocation, and storage of instructional materials and equipment.
5. Of classroom arrangements and layouts conducive to the educational purposes to be served.
6. Of the conditions for a safe and healthful classroom.
7. Of the design and construction of appealing classroom displays.
8. Of the various schemes of student organization (groups and committees) for effective pupil participation.

9. Of suitable plans, furniture, books, magazines, displays, and equipment for planning areas.
10. Of the community, its resource persons and its agencies, and their implications for classroom problem-solving activities.
11. Of the physical facilities needed by and common to organized areas of learning.
12. Of the various means of attracting student interest in problem-solving activities.
13. Of the relationships existing between classroom experiences and real life experiences.
14. Other knowledges conducive to the performance of tasks within this cluster.

D. Understanding:

1. That the elementary school classroom is primarily a problem solving laboratory.
2. That student motivation must be in terms of interest, stimulation, guidance, mutual respect, and a permissive working atmosphere.
3. That students learn the method of democracy when working together on common projects or toward the solution of common problems.
4. That through the use of the senses, emotions, and muscular responses, learning is easier and more effective (the student learns as a whole).

5. That a classroom with many available instructional materials, equipment, and working methods stimulates the process of mental trial and evaluation which is an important part of the problem solving process.
6. That quality instructional materials and equipment are essential because of improper treatment due to the students' inexperience.
7. That the teacher's display of respect for each individual is desirable and helpful in providing a permissive learning and working atmosphere.
8. Other understandings conducive to the performance of tasks within this cluster.

Task Cluster III -- Guidance

The statement has been made in the fourth chapter of this study that generally, the objectives of the American elementary schools point toward the development of a competent citizen. If this is true, self-discipline and self-direction on the part of students are important factors in accomplishing this educational aim. Students will exhibit self-discipline and self-direction in their behavior if elementary teachers provide an opportunity for them to become progressively self-reliant in making choices and in the solution of individual and group problems (guidance). Thus, guidance is an important function of elementary

teachers. In performing the tasks in the third cluster involving pupil guidance, the subsequent know-how items are deemed to be of primary significance.

A. Skill:

1. In adapting principles of child growth and development and mental hygiene to individual and group guidance activities.
2. In recognizing ranges of emotional maladjustment.
3. In identifying pupil needs which are appropriate to the functions of the school.
4. In finding the causes of non-learning and taking remedial action.
5. In identifying the causes of a variety of behavior.
6. In observing and interpreting pupil behavior.
7. In providing opportunities for success experiences for all students.
8. In using valid ways of improving student morale and attitudes.
9. In providing opportunities for pupils to develop desirable social and psychological attitudes.
10. In administering tests appropriate to the guidance function, i.e., intelligence, vocational, interest, and aptitude tests.
11. In interpreting tests and applying the results with other evidence to the guidance problem under consideration.

12. In keeping records appropriate for personal guidance.
13. In maintaining effective relationships with the home.
14. In individual and group counseling techniques.
15. In employing adequate informational and diagnostic procedures.
16. In providing experiences through which students may begin to gain an insight into vocational and avocational needs.
17. In using specialists in the guidance program when circumstances indicate such a need.
18. In using the learning experiences in the elementary classroom to stimulate interest in school and educational improvement.
19. In establishing rapport with the pupils through the building of a feeling of mutual confidence.
20. In cooperating with the entire staff of the school in developing an adequate guidance program.
21. Other skills conducive to the performance of tasks within this cluster.

B. Attitudes:

1. A belief that all individuals need some form of guidance at various times in their life.
2. A notion that the individual is a flexible organism capable of growth in many ways and that guidance can help in channeling that growth in a socially acceptable direction.

3. A belief that each individual should be respected for his unique potentialities.
4. A feeling of responsibility for the development of the whole child.
5. A belief that the school has the right to fail a pupil in those instructional areas or courses showing unsatisfactory progress, but that with this right is the concomitant responsibility for re-directing the student into channels of endeavor more suited to his capabilities and interests.
6. A notion that one of the primary purposes of guidance is to cause the learner to participate in self-evaluation and make intelligent decisions based upon his findings.
7. A belief that guidance should cause students to engage in constructive (critical) thinking regarding their own personal problems.
8. A notion that guidance aids in motivating pupils to engage in worth-while educational endeavors.
9. A belief that guidance is most effective when the advisor and advisee operate within an atmosphere of confidence and mutual respect.
10. A notion that guidance is closely related to all levels and phases of the educative program and is a continuous process.

11. Other attitudes conducive to the performance of tasks within this cluster.

C. Knowledge:

1. Of the psychological and physiological growth and development of children.
2. Of the needs and problems which concern or should concern the students.
3. Of the out of school activities and the home life of the students.
4. Of the various behavior patterns and what they indicate as to pupil adjustment or maladjustment.
5. Of the many kinds of testing instruments that can be used for collecting significant guidance information.
6. Of other ways and means of collecting guidance information such as observations, records, interviews, sociograms, and anecdotal records.
7. Of the health problems that are common among students.
8. Of the latest research efforts in the field of guidance.
9. Of principles of motivation.
10. Other knowledges conducive to the performance of tasks within this cluster.

D. Understanding:

1. That a major factor in the guidance task is

stimulating the pupil to do constructive thinking about his problem.

2. That guidance services have as their purpose the assisting of pupils in making their own decisions after a careful analysis of their own situations or problems.
3. That guidance activities should aid in improving the individual's ability to make sound adjustments, choices, and the formulation of both long range and immediate plans.
4. That differences in learning in children may have definite relationships with differences in attitudes, aspirations, goals, ideals, and motivations.
5. That all behavior is caused and that causes for a given behavior are multiple in number and may be remote from a given incident.
6. That pupil energy can be released for effective learning only after the student's adjustment problems have been eliminated.
7. That judgments, regarding normal or abnormal behavior, are to be based partially on the frequency with which such behavior is exhibited.
8. That guidance programs should seek the assistance of all who can help the student in making satisfactory decisions, for example, teachers, parents, physicians, and specialists.

9. That no single instrument used in guidance will provide complete and valid guidance information, and that much evidence from different sources such as tests, observations, records, and interviews, are needed before an intelligent decision can be made.
10. That intelligent self-direction is a learned ability and that each individual can improve his skill in this important aspect of living.
11. That decisions made by students must be accepted both intellectually and emotionally to be actually effective.
12. That organized group activities is one means of effectively dealing with the problems of students.
13. That the activities of the guidance program should reveal information relating to curriculum evaluation and the improvement of the school program.
14. That the guidance program is a responsibility of the total school staff.
15. Other understandings conducive to the performance of tasks within this cluster.

Task Cluster IV -- Curriculum Development

In essence, the curriculum of the elementary school represents a plan for achieving the school's purposes and a means of improving instruction. Inasmuch as the purposes of public education change (the democratic culture is in a

continuous state of flux) and this, in turn, necessitates a change in instructional procedures, curriculum development must be a continuous process. In performing the tasks in the fourth cluster involving curriculum development both in elementary schools and on a system-wide level, the subsequent know-how items are deemed to be of primary significance.

A. Skill:

1. In aiding those concerned to establish and clarify the school's aims and objectives.
2. In collecting, organizing, and interpreting data relative to the purposes of the school and school system.
3. In obtaining and using the opinion of experts in those phases of the curriculum that require professional opinion and know-how.
4. In stating the purposes and objectives of the school in operational terms.
5. In relating the contributions of the elementary school to the needs of the total educative program.
6. In working with fellow teachers in curriculum development programs including the formulation of educational purposes, the development of courses of study, and evaluation of the curriculum.
7. In sharing ideas with others.
8. In interpreting the behavior pattern of children.

9. In devising learning experiences suitable to the developmental levels and interests of the students.
10. In recognizing the social and emotional needs of students.
11. In defining behavior changes to be achieved through learning experiences.
12. In describing how these behavior changes relate to the purposes of the school and school system.
13. In structuring the curriculum so that it will reflect learner purposes and objectives.
14. In using available community resources in the execution of the curriculum.
15. In evaluating the curriculum in terms of a defensible philosophical and psychological frame of reference.
16. In structuring and maintaining a flexible curriculum in an effort to take care of the individual differences of students, learning situations, and unique teaching situations.
17. Other skills conducive to the performance of tasks within this cluster.

B. Attitudes:

1. A belief that the elementary school curriculum represents an evolving plan for achieving the democratic purposes of education.
2. A notion that learning through problem-solving

(the project method of learning) is an effective methodology for educating the kind of citizens needed in American democracy.

3. A conviction that the elementary curriculum should be revised continuously if the schools are to keep up with the rapidly changing democratic culture so as to educate students to become competent citizens.
4. An intent to develop a curriculum which will serve the real needs of the students.
5. A belief that the curriculum must reflect both student and teacher purposes.
6. A conviction that the school is a social instrument, thus the aims and goals of education are primarily social aims and goals.
7. A notion that the cultural heritage is, in essence, a resource tool to be used as a means of further inquiries in problem-solving activities.
8. A belief that students can best learn and understand the culture in which they live by engaging in study and activities pertaining to the problems of that culture.
9. A belief that the ordinary citizen is able to do effective thinking and can make intelligent decisions when properly informed.
10. A faith in the school as a means of community improvement.

11. A belief that all will benefit by cooperative school-community experiences.
12. A notion that the local community is an integral part of the larger state, national, and world communities.
13. A belief that the members of the school community have a right to aid in developing and revising the curriculum of the elementary school.
14. Other attitudes conducive to the performance of tasks within this cluster.

C. Knowledge:

1. Of the problems created and solved by the various institutions functioning in a modern culture.
2. Of the role of school in a society.
3. Of the relationship of the school to the agencies in the community.
4. Of the big conceptual understandings that are an inherent part of the various disciplines of organized knowledge, for example, of social concepts from the social studies, of the nature of things from the physical sciences, and of beauty and aesthetics from the arts.
5. Of the nature of the learning process.
6. Of the nature of human needs.
7. Of different study methods and survey techniques which are helpful in evaluating the curriculum.

8. Of the position of the elementary schools and how they can make a contribution to the furtherance of the total educative program.
9. Of the nature of problems and issues which exist in current democratic society.
10. Of the various approaches to the elementary curriculum, e.g., the scientific subject-centered approach, the broad fields approach, the persistent problems (areas-of-living) approach, and the emerging child needs approach.
11. Of the different fundamental assumptions pertaining to curriculum development.
12. Of the type of school plant, equipment, instructional materials, and resources required by the different approaches to the curriculum and the different methods of teaching.
13. Of the amount and kind of student indoctrination permissible in a curriculum.
14. Of the kind and amount of teacher skills and techniques required by a particular curriculum.
15. Other knowledges conducive to the performance of tasks within this cluster.

D. Understanding:

1. That education is a reconstruction of experience.
2. That the American culture is unique because of its being industrialized.

3. That there is a definite relationship between the elementary curriculum and current social problems and issues.
4. That modern philosophical and psychological concepts have a tendency to support the problem-solving way of learning.
5. That the big organized bodies of knowledge contain ideas and understandings important to the general education of all.
6. That rote memorization of the thinking of others does not teach skills in critical thinking.
7. That subject matter is important but the way it is used, the methods employed in its use, and the student's values are even more important.
8. That although no one person can learn more than a small part of the accumulated knowledge of the world, all people can learn and comprehend the important behavioral values of their society.
9. That education for an intelligent follower and education for an intelligent leader are similar in nature since skill in critical thinking is essential to both.
10. That it is possible for all to have a decent standard of living (material wealth) because of modern production skills and techniques. The population of the world is no longer willing to just

exist (without adequate material wealth) in this life with only a promise of a better life in another sphere. This has caused a major problem in the modern world of today.

11. That students truly desire to become active participating members of society.
12. That when learning experiences are suitable to the developmental level of students, and when they see the relationship existing between learning and their purposes, they grow and develop in the right directions.
13. There is no need to limit the elementary curriculum to a few learning experiences since there are many learning situations and activities suitable to achieving the democratic objectives of education.
14. That the only complete and ultimately valid criteria for evaluating the effectiveness of the elementary curriculum is the behavioral changes in the students.
15. Other understandings conducive to the performance of tasks within this cluster.

Task Cluster V -- Cooperation

In elementary schools and in school systems which base their operations on democratic principles, elementary teachers and the laity share administrative responsibilities.

The formulation and execution of policies and program plans is a cooperative enterprise with teachers and the laity participating in this endeavor in accordance with their abilities and interests. In performing the tasks in the fifth cluster involving cooperation in the formulation and execution of policies and program plans, the subsequent know-how items are deemed to be of primary significance.

A. Skill:

1. In participating in the formulation of administrative policies and program plans and in executing them when there is a need.
2. In participating as a part of a group whose purpose is to work toward improving the total educational program.
3. In aiding people to work together as a functioning and purposeful group.
4. In conferring with school administrators, other teachers, and the laity in the development, execution, and explanation of school policies and program plans.
5. In analyzing information and rumors gathered from the community.
6. In how to compromise when there is a need.
7. In participating as a member of the group to promote free discussion and obtaining a consensus of opinion.

8. In helping the group in need identification and problem-solving.
9. In stimulating group thinking relative to pertinent issues and problems.
10. In diverse research activities pertinent to a problem under consideration.
11. In defining objectives, collecting data, making diagnoses, and offering hypotheses for verification and arriving at valid conclusions.
12. In leading group discussions without dominating the thinking of others or of forcing conclusions.
13. In recognizing the contributions of others as they relate toward group effectiveness.
14. In helping members of the group formulate purposes and assume responsibilities.
15. In identifying and defining both the school system's functions and the functions of the elementary school.
16. In planning learning experiences for the purpose of achieving the accepted objectives.
17. In group dynamics, i.e., the control and use of forces operating within and upon a group situation.
18. In communicating, examining, and evaluating ideas.
19. Other skills conducive to the performance of tasks within this cluster.

B. Attitudes:

1. A willingness to share the responsibility of planning and executing the policies and program plans of the total school program.
2. A belief in the group process as one of the most effective means of solving problems.
3. A respect for the worth and dignity of the individual.
4. A notion that each individual can make a contribution toward the success of the educative program.
5. A belief that people will support a good program of public education if properly informed.
6. A conviction that the public school system is a cooperative enterprise.
7. A belief that democratic education should utilize pooled intelligence.
8. A desire to be governed by facts even at the expense of having a basic belief challenged.
9. A feeling of responsibility for his share in the over-all effectiveness of the school program.
10. A belief that all should share appropriately in administrative responsibilities.
11. Other attitudes conducive to the performance of tasks within this cluster.

C. Knowledge:

1. Of the various philosophical assumptions pertaining to the nature of social organizations and their implications for educational administration.
2. Of group dynamics.
3. Of research and fact finding techniques.
4. Of survey techniques.
5. Of the school and school system's accepted purposes.
6. Of other school programs on a local, state, and national level.
7. Of the understandings that are a part of a modern concept of child growth and development.
8. Of human needs which are logically a responsibility of the school.
9. Of the emotional and psychological factors operating upon members of a group engaged in a cooperative enterprise.
10. Of the current social forces which exist in the community and of the social forces which cause the community to exist.
11. Of the attitudes which exist in the community which exerts a definite influence on school management.
12. Of the theories and value systems conducive to democratic action.
13. Of the local and state legal framework for public education.

14. Of the duties and responsibilities of the different positions in the educational system.
15. Of the sources of financial support of the school system in the local community, the state, and the national government.
16. Other knowledges conducive to the performance of tasks within this cluster.

D. Understanding:

1. That in a democratic society the public school functions for the benefit of all.
2. That the people of the community have a vested right in the school and its program in a democracy.
3. That democratic education guarantees to all the members of the community the right of sharing in determining the goals of the educative program.
4. That the school is only one of the many social institutions, and its functions is to improve the quality of the student's behavior.
5. That the improvement program of the school is best realized through cooperative evolutionary means.
6. That the transmittal of the cultural heritage as a function of the American public schools means helping the learners to better understand the contemporary culture.
7. That different methods of organization are planned to facilitate and give freedom of action to the

learning process.

8. That emotions control human behavior as well as the thinking process.
9. That information and rumors gathered from the members of the community should be handled discreetly and that no educational policies or program plans should be formulated on the basis of this information until it has been analyzed.
10. That the public school is established for the benefit of all concerned.
11. That plans are more effectively made as a group endeavor but execution is usually done by an individual with group approval.
12. That since the group has a right in the formulation of plans, they also have a responsibility in their execution.
13. That the school must mirror the society in which it exists.
14. That society, to be strong, must have a common core of social values to which nearly all adhere.
15. That because of industrialization in our culture, other unorganized educational factors have declined such as children cooperating with parents in maintaining a living and farm life, consequently, this has placed an additional responsibility on the school.

16. Other understandings conducive to the performance of tasks within this cluster.

Task Cluster VI -- Administrative Routine

Many of the tasks performed by elementary teachers entail routine administrative responsibilities, for example, record keeping and grading. These activities are necessary for the operation of the schools and the school system and the elementary teacher should consider them as such. In performing the tasks in the sixth cluster involving administrative routine, the subsequent know-how items are deemed to be of primary significance.

A. Skill:

1. In keeping adequate and useful records but not becoming overburdened with unnecessary details and paper work.
2. In pupil accounting and management of human resources.
3. In making inventories of materials and equipment.
4. In participating in making the budget.
5. In interpreting records and using the information in guidance activities and the evaluation of the total educational program.
6. In the use of records which are developed to record student growth and progress.
7. In reporting to parents, the school staff, and the laity.

8. In the use of various forms of reporting, i.e., written reports and conferences.
9. Other skills conducive to the performance of tasks within this cluster.

B. Attitudes:

1. A belief that administrative devices exist for the sole purpose of furthering the educational goals of the community.
2. A notion that community members have a right and a responsibility to share in routine school administration.
3. A belief that students have a right and a responsibility to share in administrative routine.
4. A conviction that each responsibility carries with it a corresponding degree of authority.
5. A belief that flexibility is necessary for administrative policies.
6. A conviction that administrative routine should mirror a consistent basic philosophy.
7. A notion that keeping records and making reports are necessary and are a means of facilitating and furthering the democratic aims of education.
8. A belief that promptness and accuracy in preparing reports will aid the quick realization of the democratic aims of education.

9. Other attitudes conducive to the performance of tasks within this cluster.

C. Knowledge:

1. Of the many administrative techniques in use such as schedules, accounting and budgets.
2. Of accounting procedures, purchasing, inventories, and budget.
3. Of schedules and procedures of time utilization.
4. Of record forms, administrative procedures, and time utilization.
5. Of the function of reporting and grading.
6. Of the different ways of reporting and grading.
7. Of the legal responsibilities of the teacher.
8. Of accident reporting.
9. Other knowledges conducive to the performance of tasks within this cluster.

D. Understanding:

1. That keeping records is a necessity in a modern school or school system.
2. That record keeping and administrative records exist to facilitate and further the learning process.
3. That administrative routine exists to further and facilitate educational purposes and is not an end within itself.

4. That when faced with a situation which demands action and is not covered by the administrative policy, the teacher should act to the best of his knowledge and ability and at a later point refer the action to the policy making group.
5. That from participating in the administrative routine both students and teachers gain valuable information.
6. That there is a great deal of organized knowledge pertaining to the administration of the elementary schools.
7. That the community has a right to know how its educational funds are being utilized.
8. That administrative policies and program plans when cooperatively formulated have a tendency to obtain the allegiance of those involved in the planning.
9. Other understandings conducive to the performance of tasks within this cluster.

Task Cluster VII -- Stimulation and Promotion of Understanding, Interest, and Improvement

In order for schools to carry out their functions properly, the general public and the students must take an interest in the school program. Understanding of the schools cannot come about unless an interest is manifested

by those concerned with the schools. Elementary teachers have an obligation to stimulate and promote interest and understanding on the part of the students and the general public. In order to perform this task the teachers should continually strive to improve themselves professionally so that they may better serve in a leadership role relative to helping both students and the laity develop an interest in and an understanding of the schools. In performing the tasks in the seventh cluster involving the stimulation and promotion of interest and understanding and professional improvement, the subsequent know-how items are deemed to be of primary significance.

A. Skill:

1. In developing effective community participation in the formulation of the school program.
2. In relating community resources and needs to the development of the educative program.
3. In securing the cooperation of and working with members of the community in defining and clarifying the functions of the educative program.
4. In stimulating the group to understand and define those problems pertaining to educational programs in general and specifically programs in elementary education.
5. In using lay people in planning and in an advisory

capacity in the development and execution of the educative program.

6. In stimulating the group to directly face educational problems, think about these problems in a reflective manner, then reach a consensus of opinion.
7. In developing an awareness in the members of the community of the school's problems.
8. In maintaining working relationships with lay groups and individuals.
9. In presenting controversial issues effectively to community members and other groups so as to increase understanding.
10. In interpreting the literature and philosophy of elementary education as it relates to the community's educational goals.
11. In recognizing and identifying sources of community concern as related to school problems.
12. In participating with lay organizations in analyzing and interpreting information about schools.
13. In maintaining contacts based on an understanding of the power structure in the community and in groups and eliciting aid and support for the educational program from these sources.
14. In interpreting the school program to the community.

15. In working with school administrators and teachers of all subjects and grade levels so that all may realize the unified effort of the educative process and the role each must play for program improvement.
16. In effective participation in activities whose major objective is the professional improvement of the teacher.
17. In accepting constructive criticisms and if the criticisms are valid, to use them in modifying his behavior.
18. In disciplining personal desires in order that corrective measures may be applied.
19. In serving effectively as moderator, chairman, or in other leadership roles.
20. In self-evaluation.
21. Other skills conducive to the performance of tasks within this cluster.

B. Attitudes:

1. A belief that opinions are valid only when based upon facts and well-grounded information.
2. A conviction that people will give adequate support to an educational program if they have participated in its planning and formulation.
3. A notion that decisions made by informed groups by a consensus of opinion are generally more accurate

and reliable than individual decisions.

4. A belief that the members of the community have the right to decide the goals and purposes of their program of education.
5. A conviction that students have a right to participate in planning and formulating their learning activities in accordance with their maturation level.
6. A notion that local initiative and local cooperation are desirable and should be sought often in a democracy.
7. A belief that effective and widely dispersed information is necessary for any successful cooperative exertion.
8. A conviction that all individuals at times need some personal guidance and stimulation.
9. A belief in attaining results in the educative program only through sincere and honest efforts.
10. A belief that self-appraisal is necessary if one is to become competent in any endeavor.
11. Other attitudes conducive to the performance of tasks within this cluster.

C. Knowledge:

1. Of both the philosophical and sociological foundations of public education and especially elementary education.

2. Of the relationship of the elementary education program to the whole educative program.
3. Of the factors which tend to cause group inefficiency.
4. Of the various techniques of communication to the group and the individual.
5. Of the details and costs of an effective program of elementary education.
6. Of the leaders of the community.
7. Of the structure and leadership in the student group.
8. Of interpreting the results of data gained from the use of survey and analysis technique.
9. Other knowledges conducive to the performance of tasks within this cluster.

D. Understanding:

1. That systematically pursuing self-evaluation is necessary for self-improvement.
2. That self-improvement is a step toward group improvement.
3. That individual actions are not as intelligent or productive as cooperation and shared intelligence.
4. That democracy places the obligation on everyone to become reliably informed.
5. That to improve the educative program is to improve the people concerned with that program.

6. That an aim of mutual confidence and appreciation existing between the school staff and the community establishes good school community relations.
7. That the use of community resources, both human and material, will strengthen the school's educative program and build better school-community relations.
8. That the primary goal of democracy is intelligent living.
9. That intellectual stimulation through the use of various activities to suit the interests and abilities of the individual is a good and approved way of arousing interest and concern in a democracy.
10. That vested interest groups give up their special privileges unwillingly.
11. That the democratic culture creates problem situations and individuals are given the freedom, stimulation, and encouragement to solve these problems.
12. That democracy provides maximum opportunity for growth and service.
13. That accepting constructive criticisms by others is a means of self-improvement and compatible with the method of democracy.
14. That performing obnoxious tasks can be made rather pleasant if related to a purpose.

15. Other understandings conducive to the performance of tasks within this cluster.

Task Cluster VIII -- Evaluation

Evaluation is necessary for the determination of pupil progress. Furthermore, the whole educational program must be evaluated if its effectiveness is to be ascertained. Through evaluation strengths and weaknesses are pointed out, hence, giving the persons who operate within the educational milieu an opportunity to eradicate the indicated weaknesses. In performing the tasks in the eighth cluster involving evaluation, the subsequent know-how items are deemed to be of primary significance.

A. Skill:

1. In gathering evidence of pupil progress in a variety of ways toward all accepted objectives.
2. In selecting evaluation activities which will disclose the stage of program effectiveness in attaining the agreed upon objectives.
3. In administering standardized tests.
4. In interpreting the results of standardized tests.
5. In constructing a variety of tests and instruments of measurement especially when needed to meet unique situations.
6. In gathering and using other information such as

anecdotal records, observation, interviews, and questionnaires to be utilized in the student evaluation process and which will mirror the success of the educational program.

7. In the interpretation of all data relating to pupil and program success to interested groups or individuals.
8. In making evaluation an individual matter for the program objectives of each individual student.
9. In stimulating learning groups to cooperatively evaluate group goals.
10. In keeping accurate and up-to-date records such as case studies and cumulative records to be used in the evaluation process.
11. In observing effective and ineffective behavior patterns in pupils.
12. In translating the findings from the evaluation process into behavior aimed at school improvement.
13. In involving parents, pupils, and other staff members in evaluating the progress of each individual child.
14. In reporting the evaluation results pertaining to pupil progress as they relate to each accepted objective.
15. In reporting, using appropriate descriptions of pupil progress toward sanctioned aims and objectives.

16. In using the results of the progress evaluated in a self-evaluation process.
17. In stimulating and guiding pupils in self-evaluation.
18. Other skills conducive to the performance of tasks within this cluster.

B. Attitudes:

1. A belief that evaluation is a continuous and cooperative assessment of the efficiency and effectiveness of student progress and of the total educational program.
2. A notion that evaluation should build better student and staff understanding and morale.
3. A belief that a valid assessment of the educative program must be in terms of behavioral changes in students as implied by the community's educational goals.
4. A belief that evaluation is an integral part of the teaching and learning process and not a separate and intermittent activity.
5. A conviction that all of the community's members should have an understanding of the strengths, weaknesses, problems, and needs of the school and the school system.
6. A belief that any individual or group evaluation process is of little or no value unless it reveals information and direction for the improvement of

the educational program.

7. A notion that evaluation should help the elementary teacher in determining his strengths and weaknesses.
8. A conviction that the interpretations of student behavior should be delayed until sufficient hypotheses have been tested and a full understanding has resulted.
9. A belief that honest and factual self-evaluation by all persons is necessary to realize a valid assessment of the progress of individuals or of groups.
10. A notion that the group has a right to evaluate the individual and that this action is helpful to the person being evaluated.
11. A belief that a warm non-judgmental acceptance must be conveyed to the student for valid assessment.
12. Other attitudes conducive to the performance of tasks within this cluster.

C. Knowledge:

1. Of the different test instruments and techniques useful in the evaluation process.
2. Of ways and means of identifying and defining behavior changes in students as implied by the accepted aims and objectives.

3. Of the disadvantages and usefulness of the commonly used types of standardized tests.
4. Of the disadvantages and usefulness of teacher-made tests.
5. Of the need for the individual to maintain his feeling of security in self-appraisal (morale factors).
6. Of those evaluation processes that need competent professional people.
7. Of those evaluation processes appropriate to student and lay participation.
8. Of the individual differences existing in students as related to the learning process.
9. Of the developmental tasks of children.
10. Of the strong and weak features of prevailing concepts and procedures in measurement and evaluation.
11. Of ways and means of interpreting student grades, the needs of pupils, school strengths and weaknesses, and progress reports (evaluation results) to all interested people.
12. Of what a good educational program for the community should be.
13. Of ways and means of involving the members of the community in the evaluation process.
14. Other knowledges conducive to the performance of tasks within this cluster.

D. Understanding:

1. That the results of effective evaluation should always result in stimulation and direction toward improvement.
2. That in a democracy all people being evaluated have a right to participate in the process.
3. That not only must effective evaluation reveal status, but it must also provide implications and directions for attaining accepted objectives.
4. That most people develop defense mechanisms which make objective self-evaluation painful.
5. That for evaluation to be effective it must be desired by those who participate.
6. That experiments in education are to be evaluated in terms of what happens to people, i.e., the social consequences.
7. That there are many devices and techniques that can be used in the evaluation process.
8. That the results of evaluation should be used to improve the educational program.
9. That pupil performance should be recorded in terms of pupil growth.
10. That the growth of one individual should be compared with the growth of another individual or group only when there is need to ascertain who is best qualified for a particular job or task.

11. That different schools should not be compared with one another unless they have similar aims, objectives, and situations.
12. Other understandings conducive to the performance of tasks within this cluster.

Summary

A description of the special know-how items essential to elementary teachers for quality job performance made up the bulk of this chapter. The study contended that identification of know-how items was possible since: First, the theory of the Competency Pattern furnishes guidelines for determining know-how items; second, the interrelatedness of the elements of the Competency Pattern furnishes a clue to know-how identification; third, the critical tasks are stated in such a way that they will facilitate further development in terms of know-how items; fifth, know-how items are a direct reflection of the critical tasks and their method of performance. Next, some criteria were set forth to be used for determining and selecting the know-how items suitable for developing the critical tasks of elementary teachers presented in the fifth chapter. An example of the evaluative action of the criteria was presented.

In an effort to avoid repetition, the proposal was made to list the specific know-how needed by elementary

teachers in job performance under categories which represent a group of related tasks. Eight functional categories of tasks which would facilitate development in terms of similar know-how items resulted from this proposal. Briefly stated they were: (1) groups of tasks involving student instruction; (2) groups of tasks involving the providing of a permissive learning and working atmosphere; (3) groups of tasks involving pupil guidance; (4) groups of tasks involving curriculum development and design; (5) groups of tasks involving cooperation with school administrators and the laity in the formulation and execution of policies and program plans; (6) groups of tasks involving routine administrative responsibilities; (7) groups of tasks involving the stimulation and promotion of interest and understanding on the part of students and the laity and professional improvement; and (8) groups of tasks involving evaluation.

The personal equipment needed by elementary teachers was presented under the above categories in terms of skill, attitudes, knowledge, and understanding.

With the listing of the special know-how items the three segments of the Competency Pattern for elementary teachers is completed. The fact is again emphasized that the three segments of the Competency Pattern (theory, critical tasks, and special know-how items) are not separate entities, rather they interact with one another in

producing a picture or blueprint of the competent elementary teacher in job performance. Separation of these three elements has been a necessity for the development of this study.

CHAPTER VIII

CONCLUSIONS AND IMPLICATIONS

The problem of this study was the identification of competencies necessary for successful teaching in the elementary schools. As means of attacking the problem, the following tasks were performed:

1. Competencies needed by elementary teachers for quality job performance were described.
2. These competencies were assembled into a behavior pattern which revealed the job of elementary teachers in entirety, as reflected in the elements and element relationships which make up a useful Competency Pattern.

The previous chapters have treated the following:

(1) a statement of the problem with procedures outlined for its investigation; (2) a description of the Competency Pattern Concept as a means of explaining the basic structure of the study; (3) the introduction of a foundational theory to provide the guideposts and evaluative criteria needed to insure consistency and logic throughout the Competency Pattern for elementary teachers; (4) the presentation of a theory of elementary education as a supplement to and extension of the foundational theory; (5) an analysis of the job of elementary teachers in an effort to determine the critical tasks contained therein; (6) a description of

task performance in terms of teacher behavior; and (7) a description of the special know-how needed by elementary teachers for quality job performance.

In developing a Competency Pattern for elementary teachers, heavy recourse was made to the procedures of review, study, and analysis of the professional literature pertaining to the Competency Pattern Concept, democratic theory, the psychological and philosophical basis of education, child growth and development, elementary educational theory, and the job of teaching in the elementary schools.

Hypotheses

This study has examined the position that through a critical analysis of professional literature and information pertaining to the Competency Pattern Concept, democratic and educational theory, and the job of elementary teachers, a Competency Pattern for elementary teachers could be developed. This Competency Pattern should perform the following functions:

1. Theoretically identify the competencies needed by elementary teachers for quality job performance.
2. Arrange these competencies into a meaningful pattern (theory, critical tasks, and know-how items) which will adequately portray the job

of elementary teachers.

3. Indicate the method of task performance in terms of behavior.
4. Satisfy the basic criteria of comprehensiveness, consistency, and workability.

Limitations

The following limitations have been imposed on this study as a means of rendering its accomplishment practicable:

1. The extent of the study was limited to the development and application of the Competency Pattern Concept to the general job area of teaching in the elementary schools.
2. The study gave consideration only to the conditions which exist in the American public elementary schools operating within the American public school system.
3. The study was confined to a theoretical approach to competency identification since the scope of this investigation did not permit the evaluation and testing of the Competency Pattern for elementary teachers as to its functional reality.
4. The study did not propose to reveal the status of elementary teachers on-the-job other than that contained in the professional literature

documented in the investigation.

5. The validity of the Competency Pattern for elementary teachers developed in this study was assayed in terms of its comprehensiveness, consistency, and workability.
6. A detailed analysis of the elementary teacher's job was not feasible in this study in view of the myriad of activities that accrue to the teacher during job performance.
7. The Competency Pattern for elementary teachers developed in this study was advanced as a tentative working hypothesis and not as a body of dogma.

Conclusions

From the analysis made of the hypotheses certain conclusions seem to emerge. They are:

1. There is evidence to support the position that a Competency Pattern for elementary teachers can be developed through an analysis of professional literature and information pertaining to the Competency Pattern Concept, democratic and educational theory, and the job of elementary teachers (Chapters II through VII).

2. The hypothesis that the competencies needed by elementary teachers for quality job performance can be theoretically identified has apparently been substantiated.
3. The hypothesis that competencies can be arranged into a meaningful pattern has been supported inasmuch as competencies were portrayed in terms of theory (Chapters III and IV), and critical tasks, (Chapter V), and know-how (Chapter VII).
4. The notion that the Competency Pattern should indicate the method of task performance has been established.
5. The concept that the Competency Pattern should satisfy the basic criteria of comprehensiveness, consistency, and workability has been substantiated. First, the Competency Pattern for elementary teachers is comprehensive since:
(1) the important teacher tasks were included;
(2) a basic social theory was included; and (3) the attitudes and morale of elementary teachers were considered. Second, the pattern is consistent inasmuch as; (1) job functions were aligned with the basic theory; (2) the know-how was consonant with the stated theory and the democratic functions of elementary teachers; and, (3) incompatible items were excluded from the

Competency Pattern. Third, the Competency Pattern is workable because; (1) the pattern aided in the identification of the critical tasks involved in the job of elementary teachers; (2) the pattern aided in the identification of the know-how needed by elementary teachers; (3) the pattern aided in the identification of needed training activities and situations; and (4) the pattern allowed expansion without losing its basic unity.

6. In the process of comparing different ways that competencies were stated in various other studies, it was concluded that competencies relating to job performance may be better understood if presented as a behavior pattern (theory, job tasks, method of task performance, and know-how items).

The competencies identified in this study as being necessary for successful teaching in the elementary schools are not the only competencies needed by elementary teachers for quality job performance. Different competencies would result from different investigators with varying backgrounds, experience, and knowledge. The point is again emphasized that the pattern developed in this study is a theoretical device whose ultimate validity must be determined by testing in a field situation.

Note should also be taken of the fact that the elements of the Competency Pattern (theory, job tasks, and know-how) are not separate units. They are interrelated to the point that they form an organismic entity when brought into focus on some problem that needs solution. Competence is an entity, yet for competence to exist its three components must be aligned in proper relationships while centering on some problem. When this happens quality behavior results through the use of the highest degree of intelligence. The Competency Pattern then is nothing more than a statement of factors and relationships that are present when the best kinds of human behavior results. The various elements comprising the Competency Pattern have been categorized under the different chapter headings in this investigation for the sole purpose of clarity and to facilitate the handling of the written material.

Implications for Pattern Usage

The Competency Pattern for elementary teachers represents a major hypothesis. The actual testing of this hypothesis through usage in field situations is beyond the scope of this study. However, through the application of the canons of logic and by meeting the requirements of the basic criteria of comprehensiveness, consistency, and workability, the pattern is offered as a considered and

evaluated hypothesis. Since the pattern admitted expansion without losing its identify, it is concluded that the hypothesis was as well developed as possible without extensive field testing. On the basis of the above statements, and with the idea in view that the Competency Pattern is a tool for eliciting intelligent human behavior, the following implications for pattern usage are presented.

A Supplement to and Extension of Other Research Efforts

Many studies using different approaches to teacher competency have been performed (Chapter I). Since this subject is apparently one of great concern to educators, this study is offered as a supplement to these research efforts.

Other studies listed in the first chapter have made application of the tri-segment approach to the identification of competencies although these studies have applied this formula to other positional orders other than teaching in the elementary schools. Since this study has utilized and applied the tri-segment approach to the job of elementary teachers, it is advanced as an extension of such studies which depict competence as patterned behavior (theory, critical tasks, and know-how).

A Guide in Job Performance

Since the Competency Pattern has met the basic criteria of comprehensiveness, consistency, and workability,

the proposal is made that it would be an asset to elementary teachers as a guide to job performance. Pattern usage will aid the teacher in maintaining consistency in the implementation of theory in functional operations. Inasmuch as it is comprehensive (the whole job of the elementary teacher is portrayed) this behavior pattern offers a reasonable degree of thoroughness in job performance. By the display of internal and external consistency, the Competency Pattern offers professional security. The Pattern's workability is attested to by the fact that expansion was permitted without loss of identity. Although not offered as a panacea for quality job performance since unique situations do exist which require different performance patterns, the conceptual understandings of this behavior pattern will furnish guidelines that are helpful for quality job performance as related to teaching in the elementary schools.

The Evaluation of Present Teacher Practice

The many rating scales that have been developed stand as testimony to the interest in rating teacher practice. Educational leaders are constantly searching for an instrument to use in appraising and measuring the degree of objective realization of job performance. The Competency Pattern as developed herein is recommended as an organ for the evaluation of present teacher practice. Because this concept emphasizes consistency between operational beliefs

and action and since the pattern depicts the whole job of elementary teachers, the assertion is made that this Competency Pattern is a reliable evaluation device. As an evaluative instrument, it is equally useful to elementary teachers, principals, supervisors, and superintendents as they evaluate current teaching practices in a cooperative manner.

The Development of Individual competency patterns

The Competency Pattern developed in this investigation is not offered as the only pattern of teacher behavior, neither is it recommended as a personal pattern for quality job performance. Instead, it is a performance pattern developed by the scientific method of pattern construction and applied to the general job area of teaching in the elementary schools. As such, the conceptual understandings in this Competency Pattern are advanced as a guide for the development of individual and personalized competency patterns. Individual competency patterns will take into consideration any unique situations encountered. As more personal behavior patterns are developed in actual teaching situations through the use of the method of the Competency Pattern, new knowledges and skills will be found. These competency patterns with the concomitant skills and knowledges can be incorporated into a synthesis that will produce a better blueprint of the elementary teacher's job. The innovations in the Competency Pattern as applied to

teaching in the elementary school will produce better prepared elementary teachers if used in teacher education programs. This process is continuous and desirable. Thus, the method and understandings of the Competency Pattern are recommended to elementary teachers as a guide for the development of individual competency patterns.

A Manual for the In-Service Education of Elementary Teachers

In-service education programs generally have as their primary objective the improving of instruction. What better way can instruction be improved than by helping teachers become more competent in job performance? The Competency Pattern advanced in this study is offered as a manual for in-service education programs. This pattern has all of the advantages of job analysis with the additional feature of furnishing a value framework in the form of theory. Thus, guidelines are established for the process of instructional improvement. Through cooperative study programs pertaining to such topics as pupil needs, community-school relationships, a philosophy of education, democratic practices in teaching, and curriculum revision in an effort to upgrade the teaching-learning process, the elementary teacher will obtain a broader comprehension of his job. Yet this is only a part of the results that will accrue to the teacher. A better understanding of all of the other school personnel and the nature of their jobs will follow, a consensus or

partial consensus will be reached regarding a workable philosophy for the school or school system, and a willingness to resolve problems through the use of the method of intelligence will be the final result.

A Guide for the Organization of Programs for Elementary Teachers

Many teacher training programs have objectives that are quite vague in nature. For example, an objective such as "to train the teacher to be intellectually honest," is a nebulous term which gives no indication of a definite goal toward which the student should work. The Competency Pattern is recommended as a guide for the organization of training programs for elementary teachers. This concept will provide definite direction to the goal seekers (elementary teachers) since the pattern makes an analysis of the job to be performed, indicates the method of job performance, presents the personal equipment essential for job performance, and supplies the frame of reference to insure consistency in job performance. The theory depicts the "why" of teaching in the elementary school, the job tasks indicate the magnitude of the teacher's job, and the know-how items reveal the "how" of teaching. The know-how items are the important aspects of a teacher training program but only to the extent that they reflect consistency, and show lack of conflict with the other elements of the Competency Pattern.

A Basis for the Certification of Elementary Teachers

The Competency Pattern appears to be an adequate tool which should be applied to the problem of teacher certification. Teachers heretofore have obtained certificates on the basis of "the number of quarter or semester hours passed." This concept of teacher certification has offered no definite direction for elementary teachers and in many cases has aided and abetted the poor quality of teaching that characterizes many of today's elementary schools. When the competencies needed by elementary teachers for quality job performance are clearly defined and when state departments of education base teacher certification on these competencies, the quality of teaching will be upgraded in the elementary schools. On the basis of these notions, the Competency Pattern evolved by this study is offered as a guide for the certification of elementary teachers.

A Device for Merit Rating

A system of merit rating for teachers has received considerable attention in the past and efforts to improve or install this concept are being made at present. It is conceivable that the Competency Pattern Concept is an excellent tool to be applied and utilized in a system of merit rating. Once the competencies deemed essential for quality job performance are identified, it would be a matter of ultimate simplicity to evaluate elementary teachers.

Since merit is an inclusive term and refers to the quality of job performance (competency) of teachers, and inasmuch as the competencies necessary for successful teaching have been identified and have met the requirements of basic evaluative criteria, the Competency Pattern as developed herein is advanced as a device for the merit rating of elementary teachers.

The Examination of Value Systems

Since the Competency Pattern includes a theoretical element in its basic make up, it is offered as a means for returning theory to its rightful place. In the past philosophy or theory was a much discussed subject, but in the present day its popularity has ceased to exist. This is possible caused by the emphasis placed by the American public on "action" as opposed to "theory" or caused when philosophy left the realm actuality and became an end in itself with rigid rules and absurd assumptions. Nevertheless, a workable theory is needed by individuals to act as a provider of consistent guides to action. Individuals living in a democratic society particularly need to examine their operational theory since all people are expected to participate in planning activities and all planning utilizes philosophy.

Many educational administrators make the erroneous assumption that elementary teachers employ democratic

behavior in job performance. On the other hand, many elementary teachers hold the strong belief that their actions are democratic in nature while actually these teachers have not given any serious thought to democratic beliefs. Furthermore, they have never taken the time to align their beliefs with their behavior; to ferret out the existing inconsistencies between thought and action. The conclusions of this study imply that usage of the Competency Pattern by elementary teachers will aid the teachers in attaining and maintaining consistent behavior. Means of expediency in job performance will be at a minimum while consistent behavior will be at a maximum with the end result of a higher level of job performance. Furthermore, the use of the Competency Pattern will require elementary teachers to examine and align their value systems with democratic theory.

Further Research Needed

The belief is held that the following areas of investigation would prove to be a profitable extension of this study.

First, further research needs to be made in identifying and defining the competencies essential to the teacher for quality job performance. It is possible that future studies could be more profitably made without making a distinction between elementary and secondary school teachers. A Competency Pattern developed for the general teacher should

not pose too many difficulties. The foundational theory introduced in this study should be equally valid for both elementary and secondary teachers with the exception of extending the understandings inherent in the organismic concept of child growth and development upward through the age range. Further analysis of the job and the teachers' actions would be necessary and modifications along with an extension and expansion of know-how items would be needed. The general structure of this study readily lends itself as a basis for such an investigation as suggested above.

Second, status studies in the field of elementary teaching would possibly disclose the existence of workable behavior patterns in operation that show lack of conflict with democratic theory. It is possible that such studies would reveal the behavior pattern suggested in this study being utilized in field situations.

Third, action research in local situations using the method of the Competency Pattern Concept as applied to the job of elementary teachers would create some useful sources for comparative purposes. Furthermore action research would extend the method of the Competency Pattern to field situations with the result of allowing more elementary teachers to become acquainted with this particular concept.

Fourth, functional testing of the Competency Pattern as developed in this study is highly desirable. Since the pattern maintained validity through meeting the require-

ments of the evaluative criteria, the theoretical soundness of the study has been implied. It now remains for its workability in the larger sense to be tested by elementary teachers in actual field situations.

Fifth, further research is needed in identifying the competencies needed by all school personnel. Although investigators have developed Competency Patterns for many of the educational positions, much remains to be done. When all of the different personnel of the educative process have a Competency Pattern for use as a guide in building individual competency patterns, better internal relations will result which, in turn, will stimulate better school-community relations since there will be a common ground for communication in relation to the total educational program.

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