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A Study of Group Dynamics as a Classroom Process

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A STUDY OF GROUP DYNAMICS AS A CLASSROOM PROCESS

by

C. Bruce Schwarck

A paper submitted in partial fulfillment of the
requirements for the degree of Master
of Education, in the Graduate
School of the Central
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The following paper is approved as partial fulfillment
of the requirements for the degree of Master of Education.

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J. Wesley Crum, Chairman

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CHAPTER I

INTRODUCTION TO THE STUDY

For many years educators have sought ways to improve classroom procedure. Institutions, agencies and professional organizations throughout the country have been setting up workshops to study the problem.

As world conditions have grown more complex it has been necessary to improve teaching techniques in order to assist students to meet the demands of a rapidly moving society. It seemed necessary to many people that classroom procedures be made more effective; thus the study of group dynamics as a classroom procedure seemed inevitable.

Purpose of the Study

The purpose of this study was threefold:

1. To review the literature on the subject of group dynamics as it applies to classroom situations.

2. To watch some of the techniques in operation with a group of eighth grade students in United States history.

3. To learn how teaching can be made more effective through utilization of group dynamics.

Importance of the Study

Classroom procedure has long been a problem for educators that has become more complex as the gap between the school world and the world of industry has widened.

School people have been looked upon as the educational leaders in a community and the quality of leadership has been judged by the product that was turned out. This leadership has depended upon the techniques used in leading the youth of the community. The feeling in many communities has been that the old classroom procedures were outmoded and that better methods for guiding children should be used.

The problem, then, for study was a real one, one that was alive and one that required the best efforts that educators could give.

Limitations of the Study

This study was concerned only with a survey of the literature on the subject of group dynamics, observing the progress of the class that was conducted by using some of the techniques of this procedure, and discovering how teaching can be made more effective through the use of group procedure.

The class was not operated parallel to a control group and no attempt was made to make it a comprehensive scientific research

of the subject. The class was conducted as an experiment in which the investigator attempted to put some of the procedures of group dynamics into practice and to observe group reactions. No detailed record of classroom techniques was made and no graphs nor charts to show progress were attempted.

Definition of Terms Used

Group Dynamics. Stiles and Dorsey defined group dynamics as follows:

> Group dynamics may be defined as the force or power that underlies group productivity. Study of group dynamics leads to understanding cause and effect of forces operating in a group and to helping the group become sensitive to its problems and competent to solve them.[1]

Rapport. Stiles and Dorsey have interpreted rapport to mean:

> The concept of rapport as an important aspect of teaching method is based upon the definition that rapport implies the establishment and maintenance of harmonious interpersonal relationships within a group that are characterized by respect, mutual confidence, understanding, and a sense of interdependence.[2]

Autocracy. The term autocracy was defined only as it applied to teaching in the public schools. Stiles and Dorsey pointed out that, "The autocratic leader made plans for group and individual

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[1] Lindley J. Stiles and Mattie F. Dorsey, Democratic Teaching in Secondary Schools, (New York: J. B. Lippincott Co., 1950), pp. 370-371.

[2] Ibid., p. 271.

action and gave orders to each member of the group with respect to his responsibility."[3]

Democracy. Stiles and Dorsey construed democracy to mean shared power and shared respect with economic balance and enlightenment contributing qualities of shared power and shared respect.[4] The authors stated further that:

> . . . the two signs, shared respect and shared power, are characterizations of democratic life. When they are absent, democracy cannot exist: when present, the degree to which they are utilized in the total life of the society determines the quality of living possible. The extent to which a social group is living democratically can be ascertained by examining the degree in which these two qualities exist among members of the group.[5]

Cunningham stated, "Democracy is not merely an idea; it is a way of behaving."[6]

Laissez-faire. Stiles and Dorsey defined Laissez-faire clearly when they said, "The Laissez-faire leader let the group do just about as it pleased, offering help only when approached."[7]

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[3] Ibid., p. 275.

[4] Ibid., pp. 22-29.

[5] Loc. cit.

[6] Ruth Cunningham and Associates, Understanding Group Behavior of Boys and Girls, (New York: Bureau of Publications, Teachers College, Columbia University, 1951), p. 108.

[7] Stiles and Dorsey, op. cit., p. 275.

Group Discussion. Group discussion has been defined as:

1. A cooperative effort to use facts in the solution of a problem.

2. The testing of facts proposed in the solution of a problem.

3. The proposal of alternative solutions to a problem.

4. The presentation of divergent points of view on a problem.[8]

"Buzz" Session. Stiles and Dorsey have defined the "buzz"

session as:

A procedure for stimulating wide participation in the discussion of group problems is that called "buzz" session. Through this simple technique large groups are divided into small subgroups of four to eight members for the purpose of considering for the larger group a problem of concern to all. The results of "buzz" session deliberations are then reported to the larger group for consideration. Stress is usually placed in this type of group discussion upon identifying critical issues rather than upon finding convenient answers.[9]

Resource Person. The resource person was defined as meaning

a person who supplied information or material at the request of the

group or a committee.

Role Playing. Stiles and Dorsey interpreted role playing

as a method of creative dramatics.[10] They explain further that:

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[8] G. H. Revis, Keith Tyler, Watt A. Long, Robert Kennedy, and C. L. McKelvie, Learning Through Group Discussion, (Columbus, Ohio: The Junior Town Meeting League, 1949), p. 4.

[9] Stiles and Dorsey, op. cit., p. 395.

[10] Loc. cit.

This technique represents modifications of what many teachers will recognize as the dramatic method, or the method of creative dramatics. Essentially it is the procedure of arranging for several members of a group to enact, in the presence of other group members a situation, a problem, a procedure, or a type of group structure. Through the use of this technique it is possible to sensitize members of a group to operations, member participation or roles, emotional factors, and blocks to group productivity. Analysis by group spectators in an important aspect of role playing. Through the study of an example of group operation, members are offered an opportunity, in an unemotional and impersonal manner, to study their own group problems.[11]

It should be added that actions and words are spontaneous and unrehearsed in role playing.

Sociodrama. The term sociodrama was defined a little differently from role playing. Sociodrama encouraged all members of a group to take part in common discussions through dramatic participation. Sociodrama has released tensions and pent up feelings that grew out of some problems discussed in the classroom. Jennings gave a good explanation of the term when she said, "Sociodrama is an intensive, vivid, living through of experiences of common concern to the group members; experiences which may have been cut short in life and blocked from full expression, leaving unresolved, buried emotional impacts."[12]

Like role playing, actions and words are spontaneous and unrehearsed in sociodrama.

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[11] Loc. cit.

[12] Helen Hall Jennings, Fostering Mental Health in our Schools, (Washington, D. C.: Association for Supervision and Curriculum Development, National Education Association Yearbook, 1950), p. 263.

Psychodrama. Psychodrama is a term used often in dealing with group dynamics. It is most easily defined by showing how it differs from sociodrama. Jennings stated that: "A crucial difference between psychodrama and sociodrama is the greater emphasis upon the 'private' or 'personalized' world of the individual in the one case (psychodrama), and the greater emphasis upon what is common in the social roles of one individual with others in the second case (sociodrama)."[13]

Group Observer. The part of the group observer was that of watching the group in action, pointing out difficulties which the group encountered, encouraging them and suggesting ways to act more effectively.

Feedback. Feedback was interpreted to mean a method by which the group secured information about itself by the use of an observer. This person would feed back information and stimulate the group to better efforts.

Sociogram. Jennings has defined a sociogram as a picture of the choices of the class members for one particular situation only.[14] She further illustrated her definition as follows:

> You are seated now as you happened to get seated in our
> homeroom, but now that we all know one another, every
> pupil should have the opportunity to sit near the other
> pupils he most wants to sit beside. Then the classroom

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[13] Loc. cit.

[14] Ibid., p. 203.

can be arranged to suit everyone. Write your own name
and under it three choices of pupils you would like to
sit near in this room. Put a "1" next to your first choice,
a "2" for your second, and a "3" for your third choice. I
will try to fit in as many of everyone's choices as possible.
But since there are many pupils and each of you may be
choosing in many different ways, you can see how it is that
I can only do my best to arrange the seats so everyone gets
at least one choice, and more only if I can figure the
seats out that way.[15]

Organization of Remainder of the Paper

The remaining chapters of this paper are organized about

different aspects of the study.

Chapter II will deal with the material in the literature

relevant to the study. A report on an informal experiment in group

dynamics with a junior high school class will comprise Chapter III.

Chapter IV will summarize the entire paper.

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[15] Ibid., p. 204.

CHAPTER II

REVIEW OF THE LITERATURE

Group dynamics as a classroom procedure is a relatively new development and material on the approach is not yet extensive. Writers on the subject have confined their efforts to magazine articles and a very limited number of books. Research for material has led to the periodical guides. These guides point to the evidence that is in existence concerning group dynamics. The following are universities, colleges, and organizations which have done work in group dynamics:

1. The University of California

2. The University of Michigan

3. The University of Maine

4. Cornell University

5. Purdue University

6. Springfield College

7. Teachers College of Columbia University

8. Massachusetts Institute of Technology Research Center for Group Dynamics

9. Adult Education Division of the National Education Association

10. Association of Supervision and Curriculum Development of the National Education Association.

The techniques of group dynamics have been slowly creeping into the public school classroom. To the writer's knowledge only one book has been written that would guide a teacher at any level to set up a program of group dynamics. The book referred to is Democratic Teaching in Secondary Schools.[1]

Democracy Promoted by use of Group Dynamics in American Education

Points of View. The philosophy implied in the above has four points of view which are fundamental to American education and the American way of life.

The first point of view was that youth has lived as it has learned to live. Behavior patterns of youth were probably picked up from the group with whom they associated. It is believed that the kind and quality of instruction provided by a society have had an important bearing on the way youth have lived. American schools have founded their curriculum on the thesis that our customs of living and ideals should be perpetuated.

The second point of view emphasized democracy as a way of life. Democracy has always meant participation. The democratic way of life was built on the precepts of participation of all members of society. Stiles and Dorsey wrote that:

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[1] Lindley J. Stiles and Mattie F. Dorsey, Democratic Teaching in Secondary Schools (New York: J. B. Lippincott Co., 1950), 579 pp.

The goal of democratic living is the establishment and perpetuation of a pattern of group life that increasingly makes possible a greater amount of personal happiness and well being. Such a pattern provides for creative expression and self-determination. It utilizes free inquiry and insures freedom from externally imposed control. It makes these provisions for all members of the group.[2]

Good teaching has been necessary to foster the above way of life.

The third point of view maintained that becoming democratic was a developmental process and that it never just happened. Those persons who have learned the democratic ways were not born with democratic characteristics but had to acquire them through democratic participation which they had experienced in childhood.

The fourth point of view was slanted toward the fact that growth toward democracy required help. The teacher's job was to incorporate good guidance techniques so youth would become competent in democratic living.

Democratic Teaching is Guidance. We have assumed that guidance has been considered imperative to democratic living. Since Democratic thinking has never been inherited, it must of necessity have depended upon acquisition. Guidance then has walked hand in hand with teaching. The two have been inseparable. Good guidance in our culture should have taught youth to be democratic.

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[2] Ibid., p. 4.

<u>Teaching</u> <u>for</u> <u>a</u> <u>Democracy</u>. Our nation was created soon after the Revolutionary War. The new government was established upon democratic principles which left the way open for participation by all. Many of our great political leaders stressed the democratic ideology which was the core of our constitution.

Since our democracy was founded upon co-operative living, schools should have been among the first to guide youth toward the democratic way of life. However, the opportunity to do so was by-passed because the American school was born of European ideology and did not burst into a democratic way of life as the new American government had done. Edwards and Richey wrote:

> Of all the institutions of the old order, none resisted change more than the school. A long history and the sanctions of religion had given to the content, method, and the arrangements for control and administration of education a vitality which led to the survival of a class system of education in a society which had repudiated class rule.
>
> Education needed to be oriented around the concept of citizenship in the democratic state. This was not a simple task. But men of vision, aware of this necessity, united in the effort to provide, freely and as a right which citizenship implied, adequate opportunity for all— opportunity which was not the kindly offering of an altruistic church, nor yet the contribution of hopeful, well-meaning philanthropists.[3]

The gap that has always existed between the American schools and American governmental practices has been caused, in part at least,

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[3] Newton Edwards and Herman G. Richey, <u>The</u> <u>School</u> <u>in</u> <u>the</u> <u>American</u> <u>Social</u> <u>Order</u> (New York: Houghton Mifflin Co., 1947), pp. 360-61.

because the development of democracy in the government and in the schools did not grow in parallel fashion.

The schools could not readily shake the shackles of arbitrary standards conceived in the lore of educational practices whose roots were imbedded deeply in European ideology.

The year 1951 found the situation unchanged in many cases. Public school teaching has tended to be autocratic in method so that teaching for democracy has been slow to mature. Stiles and Dorsey wrote that:

> Fascist societies excel in developing educational programs and teaching methods geared to their objectives. Likewise countries that adhere to the communistic doctrines of Karl Marx follow a similar course in developing educational programs to support their social philosophy.[4]

Leaders in the United States have been quite concerned over its efforts to provide education for all but they have given little thought to what is being taught. We should have been teaching for democracy since the advent of our democratic nation.

Ideal Skills of Democratic Living. Stiles and Dorsey listed the following twelve ideal skills of democratic living:

1. Willingness and ability to keep informed relative to social issues

2. Ability and willingness to share responsibility for the formulation of policies which affect the common good

3. Open-mindedness; willingness to see the other side of the question

4. Skill in co-operative relationships

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[4] Stiles and Dorsey, op. cit., p. 30.

5. Shared and mutual respect given to all

6. Faith in intelligence as a method of solving problems

7. Skill in helping others achieve belongingness

8. Ability to establish and maintain a home and the responsibility of family living

9. Skill in democratic leadership; ability to function as a "change agent"

10. Emotional stability and well integrated personal adjustments

11. Skill in self discipline

12. Willingness to abide by group decisions and regulations; respect for will of majority[5]

For the most part schools failed in the above ideal skills. Homes and communities failed. Youth has not been nurtured in the light of needs, needs of the home, the community or the nation.

All of the literature relative to group dynamics has stressed democratic thinking for our schools.

Group Dynamics for Education. Most school people have had trouble working in groups of one kind or another. Too often there has been ". . . a distressing gap between what does happen and what should happen."[6] Very little has been done by groups toward solving the problem of group productivity. Serious study toward understanding

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[5] Ibid., pp. 44-46.

[6] Leland B. Bradford, Kenneth D. Benne and Ronald Lippitt, "The Promise of Group Dynamics for Education," National Educational Journal, September, 1948, p. 350.

cause and effect which operate in a group, and toward making a group become sensitive to its problems has long been needed.

The study of group dynamics hasn't found a cure for all the ills in group situations but it has opened the way for a greater understanding of the complex forces which have operated in group situations. Bradford, Benne, and Lippitt stated that:

> It can help us gain the instruments and skills for diagnosing group ills. It can help us become familiar with the many facets of leadership and membership as necessary group responsibilities. It can help us train ourselves and others as more productive group members and leaders. It can help us measure and evaluate our progress in group growth.[7]

The above quotation has told the story of group dynamics in education so clearly that further effort to elaborate seemed futile.

We Can Work Together. Group dynamics has been used as an approach to the human relations problems of administration. Teachers have felt that the principals, supervisors and others in administration made most of the decisions. Many principals have known that this attitude existed. Teachers have long complained that they did not receive the right kind of help from supervisors and administrators. There has been a feeling along the line that teachers' meetings have just been a waste of time. Group dynamics has made strides toward correcting such conditions. Bradford and Lippitt

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[7] Loc. cit.

stated that:

> Group dynamics endeavors to study the why of what happened in groups. It is an area of research in the process by which groups work, discuss, reach decisions, plan action, and carry it into effect. It is an area of research in the group aspects of social change. It is the application of research findings in producing great group productivity, in developing the growth of groups, and in improving individuals in their sensitivity to what is happening in the group and in their ability to assume more efficiently group leadership and membership responsibilities.
>
> In a democracy, groups need to grow in their efficiency and in their ability to improve the power of their own members and thus release more and more potential resources within the group. There is need to analyze the responsibilities of leadership in helping groups to grow, to achieve greater productivity, and to make better use of their own resources. These are some of the possibilities for this new field of group dynamics. While its research findings are not yet voluminous, it points the way toward the development of practical skills of democratic thought and action.[8]

Trends in Teacher Education. A survey of the literature which concerned trends in teacher education was conclusive in its findings that most teacher training programs have been buried in tradition. Tradition was a veil that separated extreme conservative autocratic ideas from the more liberal, democratic concepts.

College programs have been steeped in extreme verbalism with each department concerned only with the mastery of subject matter, with emphasis on reproducing the ideas of others in periodic tests. This sort of program was no surprise to college students as they had

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[8] Leland B. Bradford, Kenneth D. Benne and Ronald Lippitt, "We Can Work Together," National Educational Journal, October 1948, p. 438.

experienced such autocratic techniques in their preparatory schools.

The wonder of it all was that teachers were able to develop any concepts of teaching for democracy, having been trained in such hidebound institutions.

The typical teacher college institution has set a course for their prospective teachers which taught them to master subject matter and tricks of teaching which they were supposed to put into practice when they later took practice teaching. The practice teaching took the form of teaching subject matter to students one hour per day for one quarter; thus they completed their training.

The above procedures have not been inspirational to teaching for democracy. The concepts of democratic participation were slow to appear. The result of such environment was to produce more teachers with autocratic ideas who in turn hampered their students from acquiring democratic behavior.

There has been a recent trend that resembled a mild upsurge in teacher development which Stiles and Dorsey emphasized:

> The prospective teachers begin learning to teach during the first year in college and relate all learning to the goal of teaching. Students are helped to develop a broad understanding of the needs of man in his relationship to society and the most effective knowledge and skills necessary to the solution of personal and social problems. Emphasis in all phases of college work is upon teacher preparation. Professional study is concerned with actual experiences with and the study of youth in school situations.[9]

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[9] Stiles and Dorsey, op. cit., p. 51.

For those prospective teachers who had graduated from the traditional preparatory school the above philosophy necessitated some new conditioning on their part.

Stiles and Dorsey emphasized the new trend in teacher training when they wrote, "Learning is centered around the needs of the prospective teacher. Separate bodies of knowledge are fused into large instructional units of 'core courses' as means to ends."[10]

The authors stated further that:

Emphasis is placed on the utilization of knowledge to develop competencies such as ability to solve problems, to think objectively, to function effectively in democratic situations.

Many and varied sources of information are employed; a variety of books, actual experiences, visual aids, surveys, and independent and group research.[11]

The situations just mentioned have stressed democracy. The evaluation was conducted by the prospective teacher. The change from subject mastery to the techniques of studying community needs gave life to situations that had become text-book-heavy in traditional situations.

The contrast has been so great between the democratic situations of teaching which have developed slowly in the last few years and the traditional techniques that acceptance of new practices has been slow.

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[10] Ibid., p. 51

[11] Loc. cit.

The development of prospective teachers followed along parallel lines with the concepts of the American educational system, which has been steeped in old world traditions.

The concepts of democratic teaching which have been developed recently have demanded that certain traits, qualities, or characteristics of teachers, be examined closely. Stiles and Dorsey listed them as follows:

1. Health

Good mental, emotional and physical health were considered the most important of all characteristics. This has been assumed because it was noticed that ill health affected good teaching adversely.

2. Interest in young people

The change from teaching subject matter to teaching people has been extremely slow. Interest in young people has been placed second by the authors.

3. Respect for the human personality

The authors stated further that a teacher should be able to accept emotionally every young person he teaches regardless of differences in intelligence, race, creed, social and economic background, emotional stability, behavior patterns, or ethical concepts.[12]

4. Ability to co-operate with others

Many teachers in the past have lacked the ability to work

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[12] Ibid., p. 55.

co-operatively with others. Some teachers have tended to dominate others. In democratic schools teachers worked in a group toward group objectives which they sought and established through co-operative procedures.

5. Creativeness

6. Breadth of interest

The good teacher possessed a wide range of interests. Stiles and Dorsey wrote: "It has been aptly pointed out that instead of being curious people, teachers should be people who are curious."[13]

7. Courage[14]

The authors went on to say:

Frequently teachers are called upon to work for and to defend not only the educational problems they are developing, but also the type of society itself which teaching is attempting to perpetuate. Courage, devotion to ideals, and willingness to act upon convictions are inescapable personal qualities demanded of all teachers in a democratic society.[15]

No doubt has been left in the minds of many educators that teacher training institutions will need to rebuild their patterns for training teachers into patterns ". . . which are compatible with the ideals and practices of democratic living."[16]

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[13] Ibid., p. 57.

[14] Loc. cit.

[15] Ibid., p. 58.

[16] Ibid., p. 62.

Building Group Rapport

The Concept of Group Rapport. "The theory that rapport is important in teaching rests on the belief that individuals receive the strongest motivation for learning and action from wholesome relationships with others."[17]

Good group rapport has been sought by business men in their business. They found that co-operation among employees meant greater success in their business ventures.

Athletic coaches have found that rapport was vitally necessary for a successful team. Team spirit can be interpreted as group rapport.

An investigation of the importance of group rapport was carried on in the Hawthorne Plant of the Western Electric Company.[18] The investigators found that production increased greatly when the following had happened:

> In order to conduct the research, effort was made to secure the co-operation of the workers, interviews were held. Foreman and workers met together to discuss probable changes in working arrangements. Workers were asked their opinions relative to desirable plant conditions. Many of the conferences concerning problems faced by workers took place in the superintendent's office, and care was exercised to see that sympathetic treatment was accorded to the problems of all.[19]

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17 Ibid., p. 271.

18 Ibid., p. 272.

19 Ibid., p. 273.

Bases for Group Rapport. There are a number of qualities
that go into the makeup of sound conditions for group rapport.
Stiles and Dorsey listed three personal and three social qualities
as bases for good group rapport.

I. Personal

    A. Physical

    B. Need for security

    C. Desire for recognition

II. Social

    A. Friendship

    B. Admiration

    C. Altruism[20]

These qualities have long existed in society but they have
not been handled with intelligence by all American schools.

The need for cultivating the above qualities caused concern
among the early pioneers of group democracy. They strove to develop
procedures that would enhance the democratic aspects of group action.
Group rapport was readily understood to be a paramount goal. Since
the bases of group rapport lay in the personal and social qualities
of individuals these bases necessarily had to be given much more
attention than they had had in the past. To do this in a democratic
way the whole autocratic philosophy of the traditional school would

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[20] Ibid., pp. 275-78.

necessarily undergo a change.

Characteristics of a Cohesive Group. Stiles and Dorsey wrote:

The main purpose of seeking to establish rapport is to
attain a state of cohesiveness that makes it easy for the
group to work as a whole instead of as individuals pursu-
ing separate ways with complete disregard for the possible
achievement of the group.[21]

A cohesive group has certain characteristics according to the

authors. ". . . unity, harmony, interdependence, co-operation and

shared responsibility for leadership."[22]

Had the above characteristics been unrecognized by educators

who worked in the field of group dynamics the concern for group

rapport would have received a severe blow. Traditional schools

taught these characteristics as ideals, something the students

dreamed about but had no opportunity to practice.

The tone of this kind of unco-operative school of thought

was illustrated by Stiles and Dorsey: "Do your own work," "You must

not help others," "Don't show your corrected papers to anyone else,"

"Do your homework without help."[23]

Certainly the above kinds of admonitions were the common ways

of discouraging group rapport. The shackles of tradition did not

tolerate democratic thinking beyond the ideal stage. Old traditions

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[21] Ibid., p. 279.

[22] Loc. cit.

[23] Ibid., p. 281.

did not allow new practices. Democratic thinking was delayed and good rapport which was necessary for a cohesive group was virtually non-existent.

Procedures in Establishing Group Rapport. A number of ways might be employed by the teacher to establish rapport. Stiles and Dorsey listed the following eight:

1. Grouping according to interests, purposes, and friendships

2. Becoming acquainted with each other

3. Formulation of common goals

4. Comparing interests

5. Finding ways of helping each other

6. Sharing experiences

7. Solving common problems

8. Co-operative appraisal[24]

While most of the above procedures for establishing group rapport seemed self-explanatory it might be well to analyze one or two of them. Number two, becoming better acquainted with each other, seemed in need of some explanation.

Since rapport was based upon acquaintance the following methods for getting acquainted seemed logical to Stiles and Dorsey:

> The method of teaching plays an important part in the extent to which acquaintance develops within a class group. The teacher will need to devise numerous ways of helping

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[24] Ibid., pp. 284-85.

members of the group to become acquainted with each other.
Arranging for students to work co-operatively in subgroups
contributes to acquaintance as do group discussions,
opportunities for all students to share in planning learning
activities, and such experiences as field trips and committee
projects. Any time that a student is provided opportunity to
make a contribution to the class, the acquaintance of members
of the group with him is increased. Whenever the method of
teaching employed encouraged interaction between members of
the group, it provides them opportunities to improve their
knowledge and understanding of each other.[25]

Number eight, co-operative appraisal, seemed in need of

further explanation since the term was coined not so long ago. In

the traditional school all evaluation was made by the teacher.

Group rapport had little chance to develop. Stiles and Dorsey

explained further:

As groups are encouraged to co-operate in the appraisal of
the effectiveness of their learning experiences, they
develop capacity for judgment, analysis, and decision-
making. They acquire attitudes of participation and
responsibility that lead to security within the group.
Rapport results when members of the group accept and
perform all functions that are important to their fellow
members.[26]

Consequences of Group Rapport. The preceding topics on

group rapport pointed out the bases for establishing rapport, the

characteristics of the cohesive group and the procedures used in

establishing good rapport in a group.

Logically all endeavors put in motion, all procedures carried

out, all activities followed through to the finish had their

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[25] Ibid., pp. 285-86.

[26] Ibid., p. 288.

consequences.

The writer felt that group rapport was of such importance
that a review of the consequences of establishing rapport was
imperative. In groups where the above steps were followed certain
consequences were inevitable. Stiles and Dorsey listed them in the
following order:

1. Recognition and appreciation of differences

2. Using the contributions of all

3. Increased effort and achievement

4. Improved morale

5. Increased emotional balance

6. Mutual respect

7. Concern for the common welfare[27]

The seven consequences of group rapport were long taught as
ideals which were locked up somewhere beyond the reach of the student.
Democratic thinking, however, contended that ideals worth thinking
about were worthy of practice.

This change of philosophy had the effect of bringing the
democratic concepts of group dynamics in line with the core of
democracy upon which our United States constitution was founded.
It is believed that idealism, which could not be represented in
physical form and for generations remained a fleeting concept of all

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[27] Ibid., pp. 288-91.

that was desirable, started to become reality under the democratic techniques of group dynamics.

Criteria for Evaluating Teaching in Terms of Group Rapport. A good teaching program with goals, methods of procedure and democratic living seeks to promote group rapport. The amount of group rapport can be evaluated by the following criteria set up by Stiles and Dorsey:

1. Is there evidence that congenial relations exist between the teacher and all members of the group?

2. Do all members of the group exhibit a genuine respect and friendship for their fellow members?

3. Is there evidence that students place the welfare of the group above personal ambitions?

4. Does the teacher make conscious effort to use the techniques and procedures for developing cohesive group rapport?

5. Do all members of the group find security and acceptance within the group?

6. Is there evidence that the teacher accepts all members of the group regardless of their race, religion, age, aptitude, ability, interest, vocational choice, home background, handicaps, sex, or educational plans?

7. Do all members of the group share the responsibility for leadership?

8. Is change the result of careful group planning rather than arbitrary directions?

9. Are members of the group showing growth in the capacity for self-direction in relation to co-operative practices?

10. Are the interests of all the members of the group recognized when group activities are being planned?

11. Are the goals sought in learning experiences common to all members of the group?

12. Are evaluation procedures developed and shared co-operatively by all members of the group?

13. Do members of the group grow in their ability to understand themselves and others?

14. Is there evidence of increased interest, increased effort, and increased growth as a result of group rapport?

15. Is the morale of the group high?

16. Do all members of the group show evidence of satisfactory emotional adjustment within the group?

17. Is there evidence of growth on the part of all members of the group in the skills of working co-operatively, in sharing in decision making, in working toward group goals, and in the skills of democratic living?

18. Do members of the group show evidence of willingness to utilize intelligence rather than force in the solution of problems?

19. Does the teacher know and understand the personal problems of all members of the group?

20. Is there evidence that members of the group are developing a sympathetic understanding of their classmates?

21. Are students developing attitudes of helpfulness in behalf of others?

22. Is the relationship between the class group and the school as a whole congenial and harmonious?

23. Is there evidence that loyalties to the class group do not inhibit constructive relationships between groups or between members of different groups?

24. Do members of the group demonstrate capacity and habits of group discipline?

25. Are students permitted to form groups or subgroups
in terms of their interests, purposes, and friendships?

26. Is there evidence that habits of behavior and
conduct exhibited within the class group contribute con-
structively to relationships with other groups?[28]

Since it has been found that maintenance of group rapport

was dependent upon teaching method and that students became

inhibited in their relationships with teacher and other students

by the use of wrong methods, the twenty-six criteria for evaluating

teaching methods seemed pertinent.

Teacher-Student Sharing

Goals of Teacher-Student Sharing. It is of great importance

that goals for teacher-student sharing be set up if the processes

of group dynamics are to operate freely. Stiles and Dorsey listed

the following teacher-student sharing goals:

1. Self-motivation

2. Meeting the needs of all youth

3. The broad unit

4. Teaching as guidance

5. Respecting individual differences

6. Adjustment

7. Group rapport

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[28] Ibid., pp. 294-95.

8. Learning by doing

9. Competence for democratic living[29]

It has been realized that self-motivation was a goal of paramount importance. Those teachers who have cultivated self-motivation allowed students to work on tasks important to them. The desire within the student was the motivating factor that inspired him to complete the task.

A practice which began with pioneer methods of teaching was that of using external motivation such as force, threats and bribery. This practice was relied upon as a prime source of motivation for many years. Therefore, it was no surprise that the introduction of self-motivation required quite a transformation for the traditional school. Yet the change was only one that required that autocratic school practices, which existed in a democratic nation, be replaced with democratic practices inferred by that nation in its constitution.

The personal and social needs of youth have met with but slight understanding from the academic minded teacher who has adhered strictly to logically organized subject matter. Teacher-student sharing has been a step in the right direction as it has developed a better understanding of how to meet the needs of youth.

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[29] Ibid., p. 303.

Stiles and Dorsey contend that:

> The co-operative formulation of group goals, sharing in
> the selection of steps toward goals, and the evaluation of
> results imply the broad unit approach to teaching rather
> than the traditional day-by-day isolated assignment pro-
> cedure. Teacher-student sharing is based upon teaching
> procedures that recognize that learning should be concerned
> with wholes, rather than with detailed parts.[30]

Teaching as guidance has long been a goal but the path leading

to the goal has been rocky and over-run by a tightly woven web of

tradition. Teacher-student sharing has made progress along the road.

The web of tradition has begun gradually to open before the demo-

cratic relationship that has been slowly growing between teacher

and student.

Teachers have long been concerned with individual differences.

For years many instructors in education have had as their first

question, what have you done toward meeting the problem of individual

differences? Stiles and Dorsey illustrated the teacher-student

sharing solution best when they stated:

> The flexible approach to learning that permits members
> of the group help to plan ways to utilize the peculiar
> contributions of all makes a direct contribution to this
> goal of teaching. When the worth of an individual's
> contribution is judged not in terms of his ability to
> outdo his classmates in demonstrating recognized skills,
> but rather with respect to his ability and willingness to
> do his best in his own way in terms of group goals,
> individual differences have a greater chance to be

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[30] Loc. cit.

appreciated and to function contributively.[31]

Educational adjustment has been handled rather well by teacher-student sharing. When students have been permitted to participate in the leading situations of a school society they helped to build within themselves the ability ". . . to share the control of their destiny."[32]

Group rapport has been dealt with in greater detail elsewhere in this chapter. However, it has been observed that group rapport has been considered of such importance that Stiles and Dorsey were prompted to write that, ". . . group rapport that is attainable through teacher-student sharing is directly related to the two essential characteristics of a democratic group—mutual respect and shared power."[33]

It has been said happiness can't be bought. Sunshine that has been in pill form, prescribed for some unfortunate person has never been a good substitute for the real thing. Neither has vicarious learning, which we have endured for countless years, been a good substitute for learning by doing.

Developing social competence has been considered the central goal of secondary education. The ultimate in democratic living has been based upon "The development of habits and skills of initiative,

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[31] Ibid., p. 302.

[32] Loc. cit.

[33] Ibid., p. 301. . .

self-direction, and self-discipline, as well as ability to work harmoniously with others . . ."[34]

Sharing All Phases of Learning Activities. Four aspects of learning have been set up by Stiles and Dorsey:

1. Purposing

2. Planning

3. Executing

4. Evaluating[35]

Traditional schools have long geared their purposes to the subject matter taught. Very little thought was given to the purposes of the individual, the group or of society. The traditional teacher failed to help students set up goals to be achieved. There was no sharing of the process of setting up goals. The teacher-student sharing technique has been able to clarify the purposes to be gained as a result of learning activities.

The authors have said, "By planning is meant the process engaged in by students and teachers in which they project a method of action, or organize their facilities for carrying out the proposed activities, and outline the procedure to be followed."[36]

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[34] Ibid., pp. 302-03.

[35] Ibid., p. 310.

[36] Ibid., p. 311.

The phases of learning have been set up in logical order. After shared experience has resulted in goals the next phase fell naturally into execution with the result that students experienced democratic living.

Evaluation has meant a great deal more to the student who has experienced the novelty of sharing each of the steps of learning. Again teacher-student sharing put evaluation on a democratic basis when the shared experience of evaluation replaced teacher evaluation alone.

Establishing a Basis for Sharing. Stiles and Dorsey have listed six first steps as a basis for teacher-student sharing:

1. Take members of the student group into one's confidence.

2. Be as definite as possible relative to the function that the teacher serves.

3. Permit students to assume as much responsibility as they are able, as proved by group experiences.

4. Areas in which sharing is to be initiated should be identified and de-limited.

5. Develop group codes of conduct early in order to provide security for students released from teacher domination.

6. Expect mistakes and failures.[37]

Organizing for Sharing. Every classroom should maintain an atmosphere of emotional and intellectual balance. The same authors

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[37] Ibid., pp. 305-08.

named four ways of creating emotional and intellectual social

climate:

> 1. The teacher will seek to become well acquainted with each student and will make an effort to help students come to know each other.
>
> 2. The teacher will make provisions for helping members of the group examine their personal interests and needs in order that they may recognize those held in common with other members of the group.
>
> 3. The teacher will seek ways of relating the specific and general purposes of the school to individual needs and interests.
>
> 4. The teacher will need to help all members of the group to come to understand the nature of democratic ideals and procedures.[38]

One of the drawbacks of traditional teaching was that of

believing every student was ready for page one of the particular

text book used. This arbitrary method has been proven bad because

all the students were not ready for page one. All had not developed

at the same rate of speed. It has been declared much better peda-

gogy when teachers met the students where they found them.

Teacher-student sharing has been based on the premise that

problems were selected which were the common concern of all. This

philosophy excluded the traditional practice of starting at the

beginning of every course.

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[38] Ibid., p. 313.

<u>Principles</u> <u>of</u> <u>Student-Teacher</u> <u>Sharing</u>. Stiles and Dorsey

contended that there were four basic principles which have guided

teachers who have set up experiences in teacher-student sharing.

They were:

1. The teacher, as an official agent of the community,
retains responsibility for the behavior of the group.

2. It is the right of students to share in all phases
of learning experiences within the limitations of their
ability.

3. Individuals develop competencies for democratic
sharing through experimentation.

4. When members of a group default in their responsi-
bilities for sharing in democratic action, despotism
thrives.[39]

<u>Procedures</u> <u>for</u> <u>Sharing</u>. There are certain procedures which

should be followed for cultivating the sharing process. Four

important ones have been listed.

1. Providing co-ordination—a function of teaching

The teacher who has been able to set in motion the sharing

process in which she was a part has discovered that through the

co-operative sharing idea the learning experiences were engaged in

by both teacher and student.

2. Identifying tasks to be accomplished

The students and the teacher must have co-operated fully when

they decided which study activities were most important to their

purposes.

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[39] <u>Ibid</u>., pp. 317-19.

3. Allocating responsibilities

Good results have been obtained when pupils shared the responsibilities for allocating tasks to the individuals best able to perform such tasks.

4. Concept of Study[40]

The concept of study has changed from reading assignments to one in which the purpose of study ". . . is defined as the search for the solution of a recognized problem or for the satisfaction of a recognized need."[41]

Types of Organization for Shared Action. Two types of organizations are listed below that lead to shared action.

I. Formal organizations

A. Emphasis here has been placed on form. It was necessary under this type of organization to elect class officers of whom the president was the important officer. His job was to preside over the meetings. Rules were set up and the teacher acted only as a consultant or advisor. This type of organization was a step in the right direction but was quite different from the more informal organization.

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[40] Ibid., pp. 320-22.

[41] Ibid., p. 322.

II. Informal organizations

A. "In the informal type of organization emphasis is placed upon helping all members of the group to participate in all kinds of activities."[42]

Results of Research Support Teacher-Student Sharing. Several pages of this paper have emphasized the sharing idea for good teaching atmosphere. The antithesis of teacher-student sharing is the teacher directed approach. Stiles and Dorsey cited evidence to support the teacher-student sharing approach:

> Evidence supporting teacher-student sharing as a method is found in the extensive experiment carried on by thirty secondary schools under the sponsorship of the Progressive Education Association. Those familiar with the experiment will remember that its purpose was to discover better ways of preparing high school youth for college. The results showed that students who had benefited by experimental methods of teaching and reorganized curricular and guidance procedures developed by the thirty participating schools demonstrated greater competence for adjustment in college than did students of comparable abilities and backgrounds who had received their high school training in traditional secondary schools.[43]

The Development of Group Action

The Need to Belong. The struggle to belong has reached back to antiquity. The need for belonging went unnoticed for years in

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[42] Ibid., p. 323.

[43] Ibid., p. 330.

our American schools. Indeed the need was completely suppressed by elimination, class, and economic conditions.

The need to belong has been so great among the American people that we have been called a nation of joiners. The average American has joined everything from the gangs of his boyhood days to every club or fraternal organization in the social world.

With all of this evidence to substantiate the American desire and need to belong to some group, the schools were slow to embrace the "need for belonging" philosophy.

The need for belonging was further emphasized by Ruth Cunningham when she stated:

> The need to belong in a group is a powerful force. Some psychologists claim that it is an innate, basic human need. Others point out that it is culturally developed. Whatever its origin, all agree that it furnishes strong motivation for behavior. For some boys and girls belonging is chiefly found in the family, for others in a school group, for still others in a club, and so on. Many are able to achieve a sense of belonging in several groups.[44]

In many cases the need for belonging was found to be greater in some boys and girls than in others. A child whose need for belonging was intense frequently developed undesirable behavior patterns. These patterns many times shaped up in terms of misbehavior.

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[44] Ruth Cunningham and Associates, Understanding Group Behavior of Boys and Girls (New York: Bureau of Publications, Teachers College, Columbia University, 1951), p. 108.

This misbehavior was interpreted to mean that he was antisocial. Actually, perhaps, the child's behavior patterns were the results of a thwarted desire to be a part of a group.

The last few years have seen a slow change in the philosophy of teaching. Sharing of experiences has been the central core from which dynamic procedures grew to the place where many educators have agreed that the development of group rapport depended upon the satisfaction of needs for belonging to the group.

Through the use of sociometric techniques it has been clearly shown that most everyone expressed desires to belong with some group. The sociogram has been used to discover with whom or with which group a student wished to identify himself.

Concept of the Group. Jennings stated that, "Definitions vary among writers in the field, but there is a basic agreement that a group is more than an assembly of individuals."[45]

Cunningham elaborated a little more when she wrote:

> Teachers have always known that boys and girls in a class-room form something more than an aggregation of individuals. Here is a clear case of the whole being more than the sum of the parts, or, at any rate, the whole being something different from mere sum.[46]

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[45] Helen Hall Jennings, Fostering Mental Health in our Schools, (Washington D. C.: Association for Supervision and Curriculum Development, National Education Association, 1950), p. 286.

[46] Cunningham, op. cit., p. 3.

It has been shown, then, that an assembly of individuals was not always considered a group.

Jennings has supported the above assumptions. She wrote:

There are mores or customs that grow up as the needs of the group and its members become apparent; and there is a history of developmental phases through which the group proceeds.[47]

Concept of Group Dynamics. Stiles and Dorsey wrote their definition of group dynamics as follows:

Group dynamics may be defined as the force or power that underlies group productivity. Study of group dynamics leads to understanding cause and effect of forces operating in a group and to helping the group become sensitive to its problems and competent to solve them.[48]

Nature of Group Participation. The above authors classified types of group participation into three categories:

1. Group task roles—that participation aimed at facilitating and co-ordinating group effort in the selection, definition, and solution of a common problem.

2. Group building and maintenance roles. This type of participation is related to the functioning of the group itself. Individuals assuming such roles seek ways of altering or maintaining group ways of working. Efforts in this category are directed largely toward perpetuating and improving the group.

3. Individual roles. Participation of this nature is individualistic, being directed toward the satisfaction of the participant's individual needs. Personal goals are

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[47] Jennings, op. cit., p. 287.

[48] Stiles and Dorsey, op. cit., pp. 370-71.

accorded precedent by group members over common purposes. Such participation is inconsistent with group efficiency and production.[49]

<center>Techniques for Changing Groups</center>

Group Discussion. Group discussion is a dynamic process. The Junior Town Meeting League recently published a booklet, Learning Through Group Discussion.[50]

The workshop committee set up its report under six chapter headings:

1. Introduction

2. Group discussion and learning

3. The classroom setting

4. Techniques and levels of discussion

5. Evaluation

6. Evaluation of specific discussion[51]

The chapters outlined above contained information relative to setting up a program of group discussion. The logical sequence of the chapters lead the reader step by step toward a goal. Goals were kept in mind by the authors as they listed the desired outcomes of effective discussion in chapter two. These outcomes were as

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[50] G. H. Revis, Keith Tyler, Watt A. Long, Robert Kennedy, and C. L. McKelvie, Learning Through Group Discussion, (Columbus, Ohio: The Junior Town Meeting League, 1949), p. 1.

[51] Ibid., pp. 4-28.

follows:

    1. Increased knowledge of information

    2. Increased ability to use knowledge in new situations

    3. Increased skill and precision in thinking and in communicating thoughts to others

    4. Marked changes in student interests

    5. New and more rational attitudes

    6. Improvement in the social and personal adjustments of students

    7. Increased awareness and appreciation of problems and of the source materials used in their solution

    8. Increased skill in reaching consensus concerning possible action[52]

Discussion has been thought of as the oral exchange of ideas. Teachers have not used this method too widely in the past yet it has been found to be an excellent way to arouse interest in new problems. Good discussion has been successful when it was developed around student needs and not bound by formality.

The report gave five techniques and levels of discussion.

    1. Discussion to open up new areas of study

    2. Discussion to consider the soundness of some general principle not yet firmly established

    3. Discussion to synthesize apparently inconsistent generalizations previously developed

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[52] Ibid., p. 5.

4. Discussion to consider possible applications and ramifications of principles apparently established

5. Discussion to develop rather complete group thinking about a subject when the facts are already adequately known within the group[53]

The report stated further that the discussion should progress smoothly and steadily from one level to another.[54] The teacher has had to play an important part in the group discussion. As a participant she had the opportunity to guide the discussion from one level to another. A logical sequence of organized discussion material broken down into the following subdivisions was a good guide for exploration. The subdivisions suggested are listed below:

1. Exploratory activities

2. Developmental activities

3. Culminating ideas[55]

Many teachers who have experimented with group discussion have wished to determine whether the techniques used were effective. An appraisal of techniques seemed logical if good teaching was to progress. The report listed an appraisal of discussion methods under eight headings:

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[53] Ibid., p. 8.

[54] Ibid., p. 13.

[55] Ibid., p. 19.

1. Knowledge and information

2. Intellectual abilities

3. Intellectual skills

4. Interests

5. Attitudes and values

6. Adjustment

7. Appreciation and sensitivity

8. Consensus and co-operation[56]

The setting for a group discussion has been found to be extremely important. Lack of a good setting has not always proved a barrier to good discussion. Improvised settings have given excellent results when the atmosphere has been properly prepared. The report emphasized the following setting:

1. Huddle in a tight group

2. If group met out-doors they met in a single or double circle.

3. Such a seating arrangement insures that everyone be able to see everyone else.

4. In a classroom with movable furniture good arrangement can be made.

5. In a classroom with fixed furniture children can face center of room.[57]

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[56] Ibid., p. 21.

[57] Ibid., p. 6.

It was stated earlier in this paper that group dynamics was the method of increasing group productivity. Many classrooms have been mired in verbalism and vague ideas many of which were contradictory in nature and confusing in thought. As a result productivity was lessened. Many teachers have made but a poor attempt to reate dynamic situations. Little practice directly or indirectly in how to reason and think was allowed students.

Good dynamic situations have been based on group participation, group sharing and good rapport. These three have been successful in creating a dynamic situation of classroom discussion.

Youth have long been subjected to techniques that drove them into their shells whence they emerged only when the situation in the classroom called for a response of some kind. Teachers verbalized and students parroted back the verbalisms.

Investigators worked hard and long in their work shops and came up with dynamic ideas that have caused a mild sensation about the country.

The change from parrot-like learners to thinkers has been slow and the path has been strewn with many obstacles. Group discussion started slowly on techniques which seemed logical for democratic teaching.

Genuine Group Discussion has five common factors:

1. The attitude of participants is one of searching for facts--not pugnacious insistence upon a point, or pleasure

over putting something over on the opposition.

2. There is participation by several (or even many) individuals.

3. Nobody wins the argument (as in orthodox debate procedure).

4. Points of agreement are emphasized as much as differences.

5. Participants learn to discover, evaluate, and use established facts effectively.[58]

"Buzz" Session. Among the techniques that have been mentioned in the literature, the "buzz" session has held the most peculiar position. The idea was born to stimulate more participation in group discussion on common problems. The need grew when problem solving reached a stalemate by the larger group. When this happened group members adjourned into subgroups to consider the main problem.

The subgroups were usually given about ten or fifteen minutes to prepare statements to clarify the problem of the main group. Each member of the small group contributed suggestions in a few sentences. These suggestions were written down and turned in to the larger group.

A feeling of satisfaction came to the members of the "buzz" session because they realized they had contributed to the main group.

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[58] The Junior Town Meeting League, Making Youth Discussion Conscious, (Columbus, Ohio: The Junior Town Meeting League, 1949), p. 9.

Sociodrama. Sociodrama is a sociometric technique used as a tool by the teacher. Jennings wrote that:

> Sociodrama is precisely as the fifth-grade child said, "a new way to learn things" in which "we take things out of our lives" and "show each other, and everyone tells what he sees from" what is portrayed. Its main uses are, as a high school student explains, "not only to acquaint us with serious problems," but also to provide "knowledge and technique for solving them," and, as the second-grade child discovered, "it fixes your feelings." When put to systematic use, sociodrama is a tool for constructing the channeling of feeling.[59]

Stiles and Dorsey mentioned that, ". . . sociodrama represents another technique that may be employed to help groups change."[60]

Role Playing. How many times individuals have said, "If I were he I would have done it this or that way." They perhaps didn't know it but that was their chance to prove it. Had they put themselves in that person's place, explored and practiced the various approaches to the problem with some other person or persons their conclusions might have had more secure bases. Had they done that they would have engaged in role playing.

Stiles and Dorsey said of role playing:

> Essentially it is the procedure of arranging for several members of a group to enact, in the presence of other group members, a situation, a problem, a procedure, or a type of group structure. Through the use of this technique it is possible to sensitize members of a group to operations,

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[59] Jennings, op. cit., p. 262.

[60] Stiles and Dorsey, op. cit., pp. 395-96.

member participation or roles, emotional factors, and blocks to group productivity. Analysis by group spectators is an important aspect of role playing.[61]

Play Activity. Play activity has developed a great amount of rapport. Play activity has tended to release tensions. When boys and girls came bubbling into the classroom and told the teacher how much fun they had had during the play period they were, in one respect, telling her how much they had participated in the activity. The teacher learned little from this enthusiastic demonstration of the results of participation in group activity, as was shown by the fact that she told them to take their seats and read the next ten pages of their geography lesson.

Group Interview. Stiles and Dorsey wrote concerning the group interview:

> The group interview is carried on in much the same manner as the individual interview, except that several persons share co-operatively the role of the person interviewed in considering a group problem. Through conducting an interview of one individual relative to a problem faced by all or most members of a group it is possible to relieve anxieties, establish understandings and eliminate barriers to group activity.[62]

Decision-Making Practice. It has been shown that shared action in planning was important to the group. It has been shown that group action in setting goals and deciding experiences in a

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[61] Ibid., p. 395.

[62] Loc. cit.

co-operative way was important. It has been found equally important

that:

> Groups gain skill in co-operative activity by practice
> in decision making on simple problems that permit emphasis
> upon the process rather than upon the complexity of the
> problem. By studying the process of shared action at the
> decision-making level, members of group become sensitive
> to the responsibility of learning ways of arriving at
> agreements acceptable to all rather than to bare majority
> or group members.[63]

Leadership Practice. The techniques which have been mentioned

in this paper do not include all that have been used. However, the

literature seemed to point toward them as being the most important.

The development of group action with its underlying dynamic

force has pointed toward building leadership in our nation.

Teaching for democracy has become a new ideal for the teaching

profession. Good leadership has come through good practice, and

good practice has resulted from co-operation. Co-operation assured

that the, "Rotation of leadership responsibilities is another means

of raising the level of group productivity."[64]

Evaluation in Group Dynamics

Questions about Organization and Activities. Much if not all

of the evaluation in the past was done by the room teacher. The new

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[63] Ibid., p. 396.

[64] Loc. cit.

methods of evaluation have taken into consideration such aspects

as individual attitudes and adjustments and evaluation of the group

itself. Stiles and Dorsey wrote: "Through self-evaluation, group

members increase their understanding of the group process and

become able to contribute to increased group development."[65]

The authors went on to list questions that a group needed to

answer about its organization and activities:

1. Does the group have a direction toward a common goal?
Evidence is needed relative to the success the group is
achieving in maintaining direction.

2. What progress is being made through group discussion?
The group needs to know whether it is still in the stage
of diagnosing the problem or has moved to the stage of
suggesting solutions or is ready for final decisions.

3. What is the rate of group progress toward its ob-
jective? The decision relative to whether discussion is
"bogging down" or moving normally is necessary for under-
standing group results.

4. Are all resources, creative and analytical abilities
of all group members, being used in seeking the solution
of group problems?

5. Are group members increasing their skill and ability
in working together efficiently and harmoniously?[66]

The writer participated in a college class which explored the

possibilities of group dynamics. The class through committee

participation and research submitted the following evaluation criteria

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[65] Ibid., p. 398.

[66] Loc. cit.

for student achievement:

    I. In general class deliberations

        1. Amount of constructive participation

        2. Value of contributions made

        3. Ability to control personal prejudices

        4. Evidence of critical thinking on problem

        5. Backs up statements with evidence from reading, experiences, conferences

        6. Evidence of wide reading on topic

        7. Ability to keep to the main topic

        8. Participates of his own free will

        9. Speaks correctly and effectively

    II. In committee presentations

        1. Evidence of having planned co-operatively

        2. Plans well worked out

        3. Evidence of thorough understanding of subject

        4. Presentation based on authoritative material

        5. Ability to devise effective means of presentation

        6. Ability to express himself fluently, convincingly, and effectively

        7. Evidence of critical and original thinking

        8. Follows democratic procedures

    III. In group leadership

        1. Follows democratic procedures

        2. Assists group in making most effective use of the time

3. Guides classroom so that it continues on the topic under discussion

4. Stimulates balanced participation of the group members

5. Ability to recognize important contributions

6. Ability to recognize problems, state them clearly and arrive at sound conclusions

7. Ability to summarize discussion accurately and clearly

IV. In written presentations

1. Writes with ease

2. Ability to express himself clearly, accurately

3. Degree of scholarliness in written report

4. Written material appeals to the reader as important

V. In miscellaneous areas

1. Achievement of the objective of skill in the processes of effective democratic educational leadership has been: (a) better than, (b) consistent with, or (c) poorer than, what might reasonably have been expected of him in terms of his background and ability

2. His progress (improvement) in the development of effective democratic educational leadership has been: (a) considerable, (b) good, (c) slight

3. His knowledge of the information covered in the course is: (a) superior, (b) good, (c) average, (d) fair, (e) poor[67]

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[67] Evaluation Committee, "Evaluation Check List," (unpublished, mimeographed evaluation form used in Education 160, The Central Washington College of Education, Ellensburg, Washington, Summer, 1950), 22 pp.

Group Observer. The use of detached evaluation by a group observer has been a complete departure from the age-old teacher evaluation practice. Group dynamics instituted the participation of individual members in a sharing activity. The group observer idea co-ordinated the sharing responsibility in evaluation between the teacher and the group.

It was realized by the group that the observer did not sit in judgment. It was his job to remind the group of what happened and to make suggestions to the group how the individual or the group might have acted differently and more effectively.

A quotation from Educational Trend describes the good observer as follows:

> He must be a person who is accepted freely and easily by the group. He must be sensitive and objective in noting aspects of group operation which can be improved. He must be able to report his observations to the group in simple, objective manner without creating defensiveness or confusion. He must, of course, never use the role of observer as an opportunity to hand down the lowdown or to prove his superiority to the rest of the group.[68]

Of the limited amount of literature on the group observer the above pointed out his duties in greater detail.

The good observer, if he fulfilled the qualities set forth in the literature which has just been covered, did a very good job of feedback to the group. This feedback has been extremely important

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[68] Ronald Lippitt, "Educational Trend," A Supplement to Educator's Washington Dispatch, (Deep River, Conn., February, 1950), 11 pp.

in the issues of group dynamics. The feedback was so important that
the progress toward goals set up by the group could have been seriously
thwarted if the feedback program was not well worked out.

Feedback of Observer's Findings. Many organizations have set
up their program without planning for a feedback of information to
the group. This feedback has proven extremely useful. Jenkins
stated:

> The first experience of the group with "feedback" of
> information from the observer is relatively crucial and
> requires skill by the observer in presenting his comments.
> As they are not generally accustomed to put themselves
> voluntarily into a situation where they might be criticized,
> the members tend to be a little defensive in their feelings
> even though no points are actually made about them in
> person. With experience they find that the observer's
> comments are valuable information and need not cause self-
> consciousness.[69]

Groups that have been concerned with their own productivity
have used the feedback as a method of improving their efficiency.

Stiles and Dorsey listed six ways the observer avoided
self-consciousness and resistance:

> 1. Direct initial and perhaps the majority of comments
> to the techniques employed by the leader. If the leader
> accepts comments easily, group members will gain security
> in participating in the process of self-evaluation.
>
> 2. Phrase comments and data in the form of tentative
> hypotheses or expressions of personal feelings to which the
> group members are asked to compare their own feelings.

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[69] David J. Jenkins, "Feedback and Group Self-Evaluation,"
The Journal of Social Issues, (Spring, 1948), p. 57.

3. Present findings in a tentative manner that permits the group to reject them if members are not yet emotionally ready to consider the evidence.

4. Mention to the group only those serious personal conflicts for which sufficient maturity and acceptance have been developed. In this way the danger of intensifying conflicts and emotional tensions may be avoided during the initial stages of self-evaluation.

5. Emphasize effective action of the group as a point beginning, but lead easily into difficulties encountered.

6. Avoid forcing conclusions and interpretations upon members of the group.[70]

Emphasis had been placed on the fact that the first feedback of information to a group by an observer has required some skill. Evaluation of this sort was quite a change from the traditional. Care had to be taken not to offend.

It has already been mentioned that it was a good idea that the "feedback" was directed at the committee leader. The leader and the observer perhaps had a closer relationship than the group and the observer. The observer had to exercise his ability to cultivate confidence and respect for his help.

When the group process had developed to the place where participation and sharing had nurtured group rapport, the "feedback" was styled so that the hypotheses or expressions were quickly absorbed by the group.

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[70] Stiles and Dorsey, op. cit., pp. 400-01.

Once a steady flow of feedback information was unhampered by any rejection by individuals the group developed a dynamic situation which radiated rapport and forestalled any emotional blocking by members of the group.

Group Self-Evaluation. Group self-evaluation dealt with the discussion that had taken place in the group and was conducted with the group leader in charge.

The leader of one group suggested three things the group needed to do, namely:

1. Get a common agreement on what actually happened.

2. Analyze the reasons behind the event.

3. Suggest some ways for improving the procedure.[71]

Jenkins went on to explain group self-evaluation when he stated:

> The leader needs to help the group in its self-evaluation to move from analyzing their difficulties to the discussion of desirable changes in group procedure. To become acutely aware of the problem, and no more, may sow the seeds for group disruption. A consideration of the possible solutions to the problem and a decision to try out a tentative solution allows the discussion to terminate on a positive note.[72]

Jenkins went on to list values gained by self-evaluation when he wrote:

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[71] Jenkins, op. cit., p. 59.

[72] Ibid., p. 60.

Self-evaluation by the group trains members to become
more sensitive to the difficulties in inter-action and
discussion which exist in the group, their causes, and
some techniques for avoiding them. In truth, this increased
awareness is a learning which can be generalized, a new or
improved skill which the individual person can utilize when
he enters new group situations. As he gains this skill he
begins to mature as a productive group member.[73]

Social Distance Scale. The social distance scale was created

to serve two purposes, first to see what the group thought of an

individual and second, to see what the individual thought of the

group. This evaluation has been more reliable with older groups and

in situations where the group rapport between the teacher and the

group was high.

Cunningham wrote about the social distance scale as follows:

The purpose of this instrument is to discover the social
tone of a group as a whole, and the degree to which individuals
and subgroups are accepted by the group and accept others
in the group. It is devised to extend the usual socio-
metric approach, which allows a limited number of responses
(e.g., three friends), to include an opportunity for every
child to give a reaction to every other in the group.[74]

The techniques of evaluation mentioned by the writer of this

paper were only a few that could be used. The emphasis in most of

the techniques was on co-operative evaluation, evaluation that was

shared by the group and the teacher.

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[73] Ibid., p. 60.

[74] Cunningham, op. cit., p. 401.

Summary

The chapter has reviewed the literature available relative to group dynamics. In developing the various aspects of group dynamics one or two important factors stood out above all else. Student-teacher sharing was emphasized time and time again throughout the literature. Co-operative living and the development of group rapport were included as of paramount importance.

Sharing, developing group rapport and co-operative living formed a firm basis from which the various aspects of group dynamics were developed.

CHAPTER III

AN INFORMAL EXPERIMENT IN GROUP DYNAMICS

WITH A JUNIOR HIGH SCHOOL CLASS

This chapter presents a discussion of the methods of
procedure employed in the present study. Several points of view
and a few assumptions are developed.

Points of View and Assumptions

Most of the important things of life have been accomplished
through the use of co-operation in some form or another. Students
have realized this and have responded sincerely when given a chance
by the room teacher.

Contrasts in Ability. Some children have had more difficulty
than others in answering questions put to them. Some have been
unable to write a grammatically correct sentence. The ability to do
creditable work in those operations alone has been a source of great
satisfaction to those students who were fortunate enough to possess
such abilities and to the teacher who based all her conclusions on
such virtues. A child who has not developed those virtues has
inevitably resorted to other methods of gaining recognition. He may
have directed attention to himself by annoying his classmates and
his teacher, thus gaining for himself the stigma of being a problem
and a nuisance. His endeavor to belong to the group has taken a

different shape than the endeavors of those children who have been able to give all the answers.

Problem of Belonging. The problem of belonging is so important that it must be carefully considered before any classroom situation can approach a good working organization.

Within each child has always been a sincere desire to belong. Unacceptable behavior resulting from this desire to gain some sort of recognition in the ordinary, traditionally dull classroom got him into trouble. Cunningham wrote:

> The need to belong in a group is a powerful force. Some psychologists claim that it is an innate, basic human need. Others point out that it is culturally developed. Whatever its origin, all agree that it furnishes strong motivation for behavior. In our society, every individual attempts to find himself belonging in some group. For some boys and girls belonging is chiefly found in the family, for others in a school group, for still others in a club, and so on. Many are able to achieve a sense of belonging in several groups.[1]

The need of belonging was emphasized in the above quotation. That need exists from youth to old age. If a student feels he doesn't belong he is deprived of one of the greatest of human needs, the need to be wanted.

If a child is deprived of this great human need several dangerous symptoms may appear such as:

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[1] Ruth Cunningham and Associates, Understanding Group Behavior of Boys and Girls, (New York: Bureau of Publications, Teachers College, Columbia University, 1951), p. 108.

1. Mental ill health

2. Inefficient learning

3. Behavior problems

The techniques of group dynamics have endeavored to include everyone in a group and to promote group rapport. This has not always been possible, however, even though every effort has been made to include each boy and girl. Some incidents in life have had such a terrific impact on some children that they have been unable to develop group cooperation without help in the form of psychiatric treatment. Those people, when left with the group, have continued to reject the group and in turn have been rejected by it.

It will be recognized, then, that behavior problems must be considered from a viewpoint different from the popular one when it has been revealed that the problems arose out of being rejected by the group, or sometimes by the teacher, or by the child himself having rejected the group.

Importance of Co-operation. Group dynamics with its many democratic devices has been a process of complete co-operation between teacher and student and among the students themselves. Co-operation has developed group rapport and group rapport grew noticeably as democratic procedures were developed.

Group dynamics has been concerned with releasing the power within the group. The democratic procedures of group discussion,

role playing, group planning and teacher sharing have been applied in attaining this end.

Potential of Pupil Assumed. Each pupil in a classroom has generally been considered to be capable of making some contribution to the group. If he was given a chance to add his contribution to that of the group through committees, which in turn developed and utilized the many democratic procedures which they put in motion, the committee and student were soon in tune through the development of rapport. When this happened each student on the committee was adding his contribution.

Procedure A Classroom Problem. Classroom procedure has long been a problem and has become a greater problem as life has become more involved. Old methods of procedure became obsolete and educators were hard put to keep up with changing times. Poor procedure has been a real disease. Like cancer the cure has been evasive but not completely hopeless. Much money has been spent and great men spent their lives probing for cures. Educators, too, have worked many long years searching for a cure to the disease known as poor classroom procedure.

The problem has been extremely difficult but some good results have been handed to the public school teacher as consequences of clinics and workshops that have been set up over the country in the past few years.

Procedure Used

Several days of the first week of the informal class experiment were used in organization. An honest effort was made to use democratic procedures in getting students used to the idea of co-operation among themselves. This was brought about by breaking an old standard rule which would not allow pals to sit near each other. The writer was convinced that this old custom was a mistake if group rapport was ever to be developed.

Problem of Seating. For selecting a final seating arrangement Jennings has prepared an excellent statement which can be modified to fit almost any situation. It follows:

> Each of you knows best whom you would enjoy being with in the same grouping for committee work in social studies, for the times we will be working together. No one can know this as well as yourself. We shall be arranging our new schedule for groups next Monday. Today is Friday, and I can figure out the membership committees by Monday if you would like to choose associates today. We will stay with the same people we choose today for eight weeks, and then we will have a chance to choose again. Keep in mind all the boys and girls you have come to know, whether they are here today or not. Let's give three choices, or four if you like. Whenever possible I'll arrange the groups so that the individual gets all his choices. But it is very difficult to give all people all their choices because lots of people might choose one person. All of them are just as important as this one person.[2]

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[2] Helen Hall Jennings, Fostering Mental Health in Our Schools, (Washington D. C.: Association for Supervision and Curriculum Development, National Education Association Yearbook, 1950), p. 205.

A sociogram was used to decide the final seating arrangement. Since the students felt that they could do better work if their committees were small they decided that eight committees could be made from the thirty-eight students. Since meeting places were rather restricted as to space this size committee worked out quite nicely.

Organization of Class. The teacher made the suggestion that a class chairman be elected by the group to co-ordinate the work of the various committees and to help them set up a time schedule for a guide to their work. The class felt this would be an excellent idea and an election was immediately carried out.

The following duties of a class chairman were suggested and adopted by the class:

1. Make a time schedule for each committee to follow so it would know when it should be ready to function.

2. Locate any problems committees might have and secure help for them.

3. Keep the teacher informed as to the progress of each committee.

4. Introduce the chairman of each committee, naming the topic for presentation.

5. Decide which group should act as observers for the committees making the presentation.

It was also decided that the class elect themselves a librarian to co-ordinate the work of finding library material for the committees. It was felt that the class librarian could work closely with the school librarian in locating materials for committee use.

Soon after the class chairman and class librarian were elected the eight groups met and elected themselves committee chairmen and librarians.

It was the responsibility of each committee chairman to see that his committee was functioning properly. He was the leader of his group and organized the discussion that took place when his committee met to prepare material for presentation to class.

When it became the turn of any committee to present its material the committee chairman was introduced to the class by the general class chairman. The committee chairman then introduced each member of his group, named the topic for presentation, explained to the class the method of presentation to be used and finally set the presentation in motion.

Methods of Presentation. With the organization set up to proceed, the next step was to have each committee assigned material to present to the class in any way seen fit. A sheet suggesting a number of ways of presentation given the class listed the following methods:

1. Dramatization

   a. Role playing

   b. "Radio broadcast"

2. Recording, wire or tape

3. Resource visitors

4. Group presentation

   a. Panel discussions

   b. Debate

   c. Report

   d. Demonstration

5. Group discussions

6. Pictorial

   a. Film and filmstrips

   b. Charts

   c. Graphs

   d. Still pictures

7. Field trips

8. Written presentation

   a. Mimeographed pre-study

   b. Sub-committee reports, mimeographed

Units of Exploration. Following is an example of the units
of exploration for the first round of presentations using the
text book as a guide for topics:

Committee 1. How did changing conditions in Europe
              make possible important geographical
              discoveries?

Committee 2. What conditions on the trade routes to
              the East caused traders to seek new
              trade routes?

Committee 3. Why did Columbus believe he could reach
              the East by sailing west, and how did
              this belief lead him to America?

Committee 4. How did explorers learn that a great
              new world lay across the western route
              to the far East?

Committee 5. Why did European explorers try to discover
              short cuts to Asia through the New World?

Committee 6. How did the search for short cuts to
              Asia open up the New World?

Committee 7. How did Spain explore and conquer the
              New World?

Committee 8. What did Spain gain from her New World
              empire?

Chairman Checks Groups. With these units set up it was the

duty of the group chairman to check carefully with the chairman

of each committee on the following points:

1. Time needed to organize material

2. Time needed to present material

3. Method of presentation

4. Problems of committee, if any

It was the duty of the group chairman to keep things moving

by working closely with the teacher and the committees.

Class Observers. Since the group was broken down into eight committees it was decided to use one of the eight after each presentation as observers. Committee Number Eight acted as observers for Committee Number One, and Committee Number One for Committee Number Two. Others followed the same sequence.

Using each committee in turn as class observers was a modification of the trained observer idea. It was felt that the group was not mature enough for one person to do this job effectively.

It was the duty of the observers to note any improvement a committee or an individual might need to make, compliment or criticize the methods of presentation and the preparation that was made.

Each observer carried out his duty exceptionally well and it wasn't long before each student was doing a good constructive job of observing. Many of their observations proved very interesting and helpful. When the committee doing the observations had finished the class chairman gave anyone in the class an opportunity to add his observations.

Sharing Experiences. Sharing experiences soon became important among the group. They began to seek approval from each other instead of the teacher. The teacher gradually worked himself into their experiences and was sharing with them the explorations they made in their projects. This turned out to be of great value

in getting the confidence of the group. They soon felt that the teacher was a part of the group. Many opportunities arose in which he was used as a resource person.

Methods of Presentation Used. Nearly every method listed, plus some original ones, was tried. One of the most effective methods of presentation was 'role playing.' Whenever a situation arose where role playing seemed possible the students were anxious to try it. One of the committees used role playing to show the difficulties that Columbus had getting King Ferdinand and Queen Isabelle to see the value of sending an expedition into the western ocean to look for new routes to the East.

The following notes were taken on the work of the first committee:

> Committee Number One presented its material on early explorations and discoveries today. Wilma Wilkinson, committee chairman, did a very fine job of leading the discussion. The committee used one film strip which was used as a guide for the discussion concerning their topic. They did not finish the topic but were told they could continue Monday.

> Monday: Committee Number One finished its presentation and one of the girls on the committee gave a good review of the whole topic. The committee chairman threw out some questions to the class for discussion. The participation was very good. As a whole the first committee did very well. The class observers gave them favorable comments on their presentation.

Following is an example of how five boys presented their material:

The boys made their presentation in the form of a radio program. The master of ceremonies presented the rest of the boys and very cleverly worked in a commercial advertising the Grant Lumber Company, which was operated by the father of one of the boys. A school microphone and stand were brought into the classroom to make the presentation more realistic. Each boy made his presentation which he had prepared by research and reading. Each did an excellent job and was given a good hand by the class. As an added feature the boys carried on a quiz program and for prizes gave pencils advertising the Grant Lumber Company. Interest and group rapport were at their best.

Another presentation was made in the form of a panel discussion by five girls. These girls formed a panel to present their topic. They did a remarkably good job for eighth grade students. They had prepared themselves for questions that might arise from the group and had material on hand in the form of books, pictures, magazine articles and pamphlets to back their contentions. There were many questions put to the panel and some very good contributions were made from the class. This panel lasted the entire hour and the group was quite surprised to find that the hour had slipped away so quickly. A great deal of group rapport was in evidence throughout this discussion.

Another of the popular ways of presenting material was by use of the school public address system. The transmitter was located in the principal's office.

Announcements could be made to all of the rooms or to any one room. The committees each had a turn using the system. Most of them made their presentations in the form of a news broadcast. Some went further and used dialogue in the form of short scenes concerning some interesting bit of history. This gave the students very good experience in composing their material and sending it over the public address system.

Several times resource people were brought in. One of the eighth grade girls in the school was fortunate enough to be chosen a 'page' in the house of representatives during the 1951 session of the legislature. Since one of our units concerned legislative practices she was immediately asked to talk to the class on how the legislature carried on its business. She was able to answer the many questions that were directed toward her by the group. The class learned more about how their legislature operated by using this girl as a resource person than from the material they had read on the subject. To give her talk emphasis she wore her 'page' uniform.

Democratic Living. Democratic living was kept in mind throughout the year. Democratic living has always involved

co-operative living in a group. To develop democratic living there had to be an opportunity for the students to make choices as individuals and as a group. These choices were made more meaningful by discussions that led to a realization that good or bad choices had been made.

Example of Democratic Practices. An excellent illustration of how the democratic principles of group dynamics actually functioned was found during the times the regular teacher was out of the room because of his dual job of teacher and principal of the school. The class carried on its work as usual. The class chairman with the co-operation of the committee chairmen kept the classroom procedure alive and moving.

It is worthy of note at this time to mention a remark that one of the teachers made after he had sat in the room during the absence of the room teacher, "You don't need me in there. The class moves along every minute. However, I do enjoy seeing them proceed alone. Whenever you want me just let me know." This was a true compliment for the class and certainly a boost for democratic techniques.

The writer himself was extremely well satisfied. Having taught for twenty-five years, he has had the opportunity to use many kinds of techniques and has lived through a number of plans for bettering classroom procedure. The criticism aimed at many classroom

procedures has been that they were so unorganized as to lose their effectiveness under laissez-faire leadership with the result that confusion followed.

The democratic techniques of group dynamics have been streamlined to the place where it is possible for them to function without resulting in confusion.

Student Statements. A sample of many of the statements made by the students near the end of the year shows they had a good understanding of the classroom procedure they had experienced. No attempt was made by the writer to list them all, as many of the statements were repetitious.

Following are samples of student thinking:

I enjoyed our history class. I think the idea of dividing up into committees and letting us sit by the people we wanted to be near a good one.

It was fun also interesting to look up and find outside material on different subjects. It was also experience for us in working together as a group.

The outstanding reason why I liked the class was because knowing that it was a democratic class I had a responsibility in that class. I liked the idea of a class chairman and committees. To me it was something different. It gave everybody an important place. Most classes don't operate or function in the same manner. Also there was something to do at all times.

I liked the class. It was interesting. I think all the students did their part to make it a good class. You got your work done more easily with a group.

I think this year of history has been very interesting
and progressive. I have heard before that the subject of
history can be very boring. To my way of thinking our
class has been the interesting one. I liked the idea of
students taking a lot of part in presenting the lessons
instead of the teacher doing it.

I know I learned more by presenting the material in
committees. This way it gave everyone a chance to do his
share. By having committees it sort of let the students
do what they thought would be interesting to them.

I think our history class is very interesting because it
is run in a democratic way.

I have enjoyed our history class very much, in fact more
than any I have had in the past. When a person is put
in a class like this history class it gives him a feeling
that he belongs there.

Most teachers try to separate friends, but I think
I get more done being able to work with them.

I like this class because of the interesting way we give
our reports.

In this class we learned to get along with each other.
Also we learned how to discuss things.

. . . and it gave the students a chance to show their
ideas such as how to present their material and also if
they had any hidden talents for speaking.

I liked the idea of a chairman of the class and the
class observers.

A majority of the responses stated that they enjoyed working
in committees. This form of procedure appealed to them. They were
also of the opinion that they could do much better work when not
separated from the group with whom they wished to work. The need
for belonging was mentioned several times.

Twenty-six people wrote their reactions to the class. In the above reactions all material that proved repetitious was deleted.

Summary

This chapter has presented points of view and assumptions of the author of the paper as well as methods of procedure that were used in setting up a dynamic situation. The chapter closed with sample comments from the students themselves about their experiences with group dynamics.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

The Literature. Results of research in the field of group
dynamics contributed a number of democratic teaching techniques to
the public schools. Teacher-student sharing, as a method of teaching,
placed new emphasis upon all aspects of learning. Stiles and Dorsey
stated:

> This type of teaching is based on such factors as learning
> by doing; the significance of group rapport; the need for
> self-motivation; the maintenance of adjustment; satisfying
> the needs of youth; the broad unit approach; the concept
> of teaching as a process of guidance, concern for individual
> differences; and the development of social competence.[1]

The literature has shown that teaching for democracy has been
slow to take hold in the public schools many of which have found it
extremely difficult to accept the democratic methods of group dynamics.

The ideal of working in groups received a great deal of
emphasis by writers. They suggested that ideals be put into practice.
It was pointed out that when group dynamics was used as a human
relations approach it was possible to work together in groups.

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[1] Lindley J. Stiles and Mattie F. Dorsey, Democratic Teaching
in Secondary Schools, (New York: J. B. Lippincott Co., 1950), p. 325.

There has been a slow trend in teacher education toward training teachers for democratic situations. This trend has received some emphasis from several colleges, universities and organizations in various parts of the nation.

The methods utilized by group dynamics have been based upon teacher-student sharing which was initiated by co-operative planning.

Rapport was stressed by several writers. The wholesome relationship with others formed a basis for strong motivation. Business men were aware of the importance of rapport to the success of their businesses. A group that developed rapport attained a state of cohesiveness which made it possible for that group to work as a unit.

The preceding chapters have reviewed many of the techniques used in creating cohesive groups. Teaching for democracy has relied on many of the techniques mentioned in guiding youth toward democratic living.

The Informal Experiment. A review was made of the experiences of the students and teacher in sharing the explorations of a class in eighth-grade social science. There was a feeling of enjoyment supported by a strong current of genuine respect for each other among members of the group.

Conclusions

It has been possible to form certain conclusions from the study and from the experiences with the group:

1. Behavior patterns of youth are affected by the quality and forms of instruction provided by society.

2. Democratic living is based on sharing and participation.

3. Growth toward democracy needs help.

4. Teaching for democracy has been slow to mature.

5. Little has been done toward solving the problems of group productivity.

6. We can work together.

7. There is a slow trend toward a more democratic approach in teaching.

8. Group dynamics provides a reasonable vehicle for enriching democratic living.
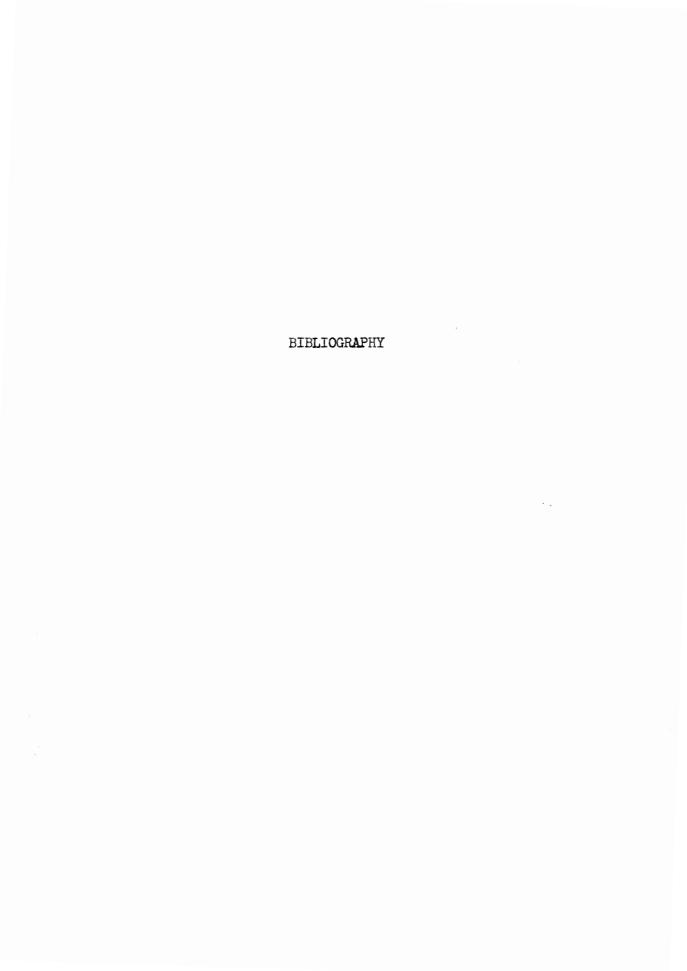
Recommendations

It is recommended by the writer of this paper that more opportunity be given in teacher training courses for developing techniques of teaching for democracy.

It is further recommended that administrators and supervisors in public school positions give careful consideration to the dynamic possibilities for guiding youth that are to be found in the use of

group dynamics as a classroom procedure.

Further Research Needed

Further research is needed to better understand the possibilities of group dynamics as a classroom procedure. Group dynamics is a relatively new approach in teaching and the literature at the present time is limited. A survey of the present literature indicates that further research should be made in the near future into such problems as:

1. Group planning in the field of mathematics

2. Employment of group dynamics techniques in a departmentalized school

3. The "core" curriculum as a rich field for the use of group dynamics

4. Orienting the community as to the value of group dynamics.

5. Setting up an in-service training program for teachers for the purpose of developing techniques of teaching for democracy

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